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ABSTRACT

This series of guides is designed for those involved in organizing and delivering training to existing or would-be small business owners. The overall aim is to focus attention on the basic competencies required by organizers and trainers for effective program development and delivery. A short introductory booklet sets out the overall objectives of the five guides and how they might be used. The five guides are as follows: (1) a general guide to the development of trainer/organizer competency for the creation of effective small business training programs; (2) a guide to the basic competency requirements for developing training programs to stimulate the pre-start-ups; (3) a guide to the basic competency requirements for developing effective training programs to assist business start-ups; (4) a guide to the competency requirements for developing effective training programs to assist small businesses under 50 employees to survive and grow; and (5) a guide to the challenge to trainers and organizers of the single European market of 1992 and the competencies required to develop effective programs to help small firms cope with the transition. Each guide provides examples and cases of training programs in countries of the European Community (EC), and most include a short list of books, pamphlets, and other guides available in each country. A bibliography lists enterprise training materials available in EC Member States, with source contacts. (YLB)

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CEDEFOP Document

‘Training for small businesses in the European Community’

(Guides to competency in the design of
effective training programmes)

Introduction

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'Training for small businesses in the European Community'

Introduction

(Guides to competency in the design of effective training programmes)

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This Guide is one of a series aimed at covering various aspects of trainer and organiser competency for support of small business initiation and development. The series includes:

- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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ALLAN GIBB

After having circulated a "provisional version" of this publication in June 1989, a number of experts were kind enough to subject the initial copy to a careful review and send us numerous proposals for amendment. Whilst there is a risk that we may omit mentioning one or other important contribution, we should like to express our sincere appreciation to the following experts and colleagues for the attention they have devoted to the reading of the Guides:

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September 1989
AFRICA MELIS

Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

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1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

Alan Mayhew
Director
Commission of the EC. DG 23
Brussels

Eugene Muller
Member of the Management Board of CEDEFOP
Luxembourg

Corrado Politi
Deputy Director of CEDEFOP
Berlin

Contents

The guides 1
The aims of the guide 1
The users of the guide 2
Defining the ultimate client-small business groups 2
Why the guides are needed 3
Why the guides focus upon trainer and organiser competency 4
Training as an entrepreneurial business 5
How to use the guide 8

The guides

There are five separate Guides as follows:

1. A general Guide to the development of trainer/organiser competency for the creation of effective small business training programmes.

2. A Guide to the basic competency requirements for developing training programmes to stimulate the pre-start-ups.

3. A Guide to the basic competency requirements for developing effective training programmes to assist business start-ups.

4. A Guide to the competency requirements for developing effective training programmes to assist small businesses under 50 employees to survive and grow.

5. A Guide to the challenge to trainers and organisers of 1992 and the competencies required to develop effective programmes to help small firms cope with the transition.

In each Guide there are examples and cases of training programmes in countries of the Community. There is also a short list of copy books, pamphlets and other guides available in each country.

The aims of the guide

The Guides are designed for those who are involved in organising and delivering training to existing or would-be small business owners. The overall aim is to focus attention upon the basic competencies required by organisers and trainers for the effective development and delivery of programmes:

- To produce and deliver training programmes for pre-start-ups
- Produce and deliver training programmes for the start-ups
- Produce and deliver training programmes for existing small businesses having under 50 employees
- Produce and deliver programmes to help small business cope with the transition to 1992

Notes

The users of the guide

The Guides are designed for use by:

- Trainers and consultants of small business
- Organisers of training for small businesses
- Funders of training
- Owner-managers themselves

The trainers for small businesses in Europe may come from a wider variety of different organisations including: Private Consultants; Trade and Business associations; Chambers of Commerce; Small Business Clubs; Vocational Training Centres; Universities and Polytechnics; Management Institutes; and the Professions including the Banks, Accountants and Lawyers.

Many of the personnel from these organisations with an interest in the development of training programmes will not themselves, however, be trainers. They will be Organisers of training. Their concern will be to 'buy-in' teaching and training staff from a range of other institutions.

Some of the organisations mentioned above may not be either Organisers or Trainers but funders of training. They will therefore be interested in the competency of those to whom they are supplying a resource.

The Guides recognize that the total 'supply offer' of training for small business in Europe varies enormously in length, objectives, programme structure, delivery and price.

Defining the ultimate client-small business groups

The Guides focus upon three broad customer groups of the small business Organiser and Trainers:

- The pre-business start-up
- The business start-up
- Small business having under 50 employees

The **pre-business start-up** is defined as a person who does not have a firm or valid business idea, is still unsure of their motivation and ability to start a business and who may or may not have the resource.

This group can be distinguished from the **business start-up** which is defined as those who do have a firm idea which seems to be

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reasonably valid, and in relation to the idea, have a sufficient potential ability, motivation and resource to stand a reasonable chance of making it into business with adequate training and counselling.

Small businesses are defined as those who are self-employed or who are employing less than 50 employees. They may be businesses who have recently started and are concerned with coping with the problems of initial survival. They may be businesses which have been in business for some time and are merely wishing to maintain themselves at their present level of turnover and income. There may be businesses among them who are more ambitious and who wish to grow.

Each of the Guides is based upon the principle that the competencies of trainers and organisers are derived from the needs of the customer. Thus, each of the Guides follows a pattern of identifying the needs of the customer group, before defining the competencies and abilities of organisers and trainers to deliver effective learning programmes.
The competencies of the trainers and organisers are derived from the needs of their customers.

Why the guides are needed

The Guides have been developed because it is believed that:

- The independent owner-manager business person requires by his/her nature a distinctive approach which is different from that offered to managers in large companies.

- This approach requires in turn the development of very distinctive competencies among trainers and organisers.

- Unless this challenge is met, the supply of training will continue to remain well below the **needs**.

- **Needs** should be clearly distinguished from **demands**. For a variety of reasons discussed below, there may well be substantial training needs in this sector which are not brought forward into a clear demand from the supply side.

- The conversion of **needs** into effective **demands** is the major challenge to which these Guides are directed.

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Why the guides focus upon trainer and organiser competency

The emphasis in these Guides is upon the **Process** rather than the **Content** of training for the small firm. There is no attempt to provide a detailed guide as to how to train the small business in the various conventional functional areas such as marketing, finance, management control, industrial relations, and so on. Instead, the Guides focus upon the development of the competencies of those who are organising and delivering training. The major reasons for this are that:

- The potential and existing small business population is numerous and highly heterogeneous. There is no standard small business.

- The same is true for owner-managers. They vary widely in age, experience, ability, motivation, commitment, resources and learning styles.

- Their learning needs are also very varied and usually will accord with the development needs of the business as exhibited by the current and future problems and opportunities that the business faces.

- As a result it is difficult to arrive at a standard 'training' need in terms of marketing, finance, production and so on.

- In each of the countries of the Community there are already many publications designed to assist the pre-start, start-up and micro-business and there are also many publications addressed to the teaching and training of small businesses in the conventional functional areas. A selection of this country material is noted in the Guides.

- Overall, owner-managers do not read manuals and trainers, by and large, prefer their own material.

The major challenge to the training supply offer for small business in Europe is not the absence of training material, but the ability of trainers and organisers to effectively identify needs and demands and develop an appropriate offer. Such an offer is likely to be frequently differentiated to cater for the needs of different groups of small firms. Recognition of the need for a differentiated approach implies a criticism of standard programmes of marketing, financial management, management control and so on. A standard programme approach can lead to the training offer to the small firm being in the form of a diluted version of what is delivered to large company managers, or even worse, to students in business schools or colleges.

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The real need is for training that is appropriate to the various stages of development of the company and to the existing level of understanding and capability of the owner-manager. The marketing training needs of those in a start-up situation are different from those running a small micro-business serving the local market and are very different from those developing their businesses into national and international markets. Even the relevance of the 'basics' may differ. The delivery of over-sophisticated approaches to the small firm, not appropriate to its stage of development, will mean that it cannot transfer learning into practice. There is no shortage of trainers who are 'experts' in a particular discipline. The real challenge is how to deliver this subject knowledge at the appropriate level and in a manner appropriate to participant need.

Training as an entrepreneurial business

Training is a product or service like any other. It must be developed to meet needs, even if it cannot always be sold at a commercial price. The trainers must recognize that there is competition not only from other trainers but also from the widely different ways in which owner-managers and their staff learn. Much owner-manager learning, for example, occurs by personal contact with other owners. This form of learning may be just as effective as the more formal learning approaches of the trainer.

Providers of training to the small business need to take a business-like approach. The competencies of trainers and organisers, therefore, are tied to a process of business development (as in Exhibit 1 overleaf)

The business-like approach to training must also, however, be entrepreneurial in delivery and marketing and not bureaucratic. It is possible to have a business-like approach to training but with a delivery that is un-enterprising. Such fashionable management theorists as Drucker and Peters point to the characteristics of the entrepreneurial approach as being: flexibility in changing the approach to match changing circumstance; informality which facilitates flexibility; mistake-making as a means of learning; personal customer focus as opposed to broader formal marketing approaches; holistic approaches to management, rather than functional approaches; overlapping jobs and 'untidiness'; wide freedom for initiative; sacrificing of control to achieve this initiative, providing greater ownership of the business to the individual who is running it as a means of developing commitment; and the close linking of rewards with company performance. These managerial philosophies can be embodied in training approaches.

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EXHIBIT 1

Training as a business

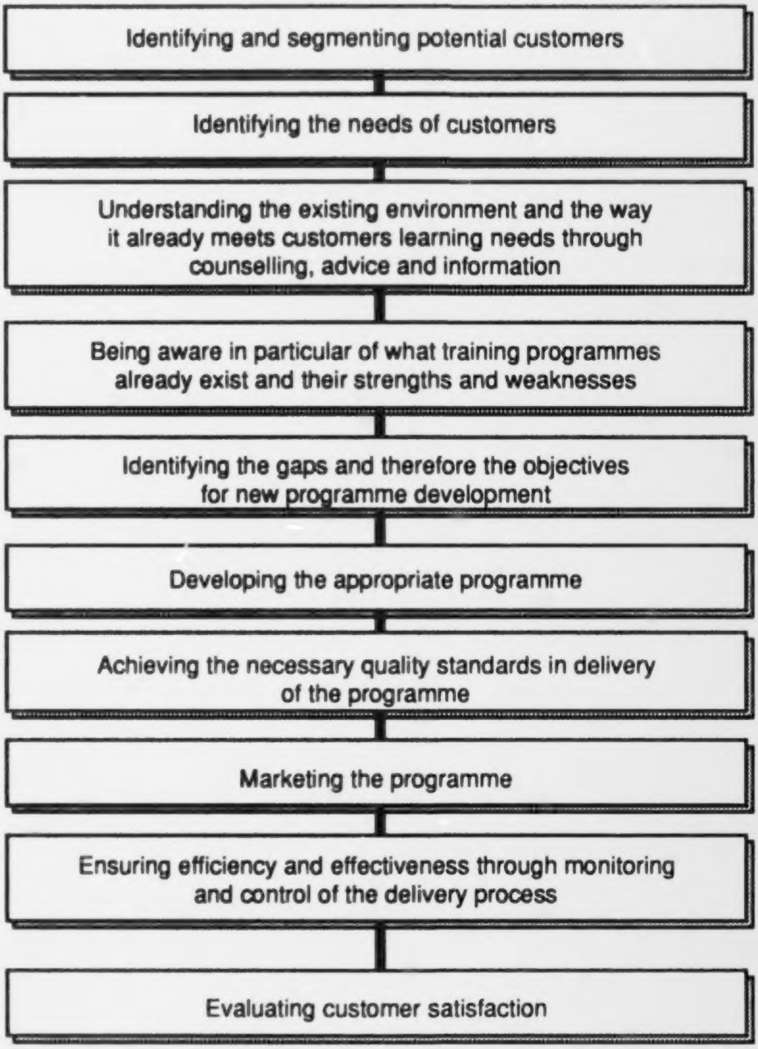
Identifying and segmenting potential customers
Identifying the needs of customers
Understanding the existing environment and the way it already meets customers learning needs through counselling, advice and information
Being aware in particular of what training programmes already exist and their strengths and weaknesses
Identifying the gaps and therefore the objectives for new programme development
Developing the appropriate programme
Achieving the necessary quality standards in delivery of the programme
Marketing the programme
Ensuring efficiency and effectiveness through monitoring and control of the delivery process
Evaluating customer satisfaction

Exhibit 2 contrasts a traditional approach to training with a more entrepreneurial approach as embodied in this Guide. Thus, the trainer should, by the very process by which training is carried out, be encouraging the development of enterprise in the participants.

Notes

EXHIBIT 2

Entrepreneurial and conventional training approaches

The Conventional Approach	The Entrepreneurial Approach
Major trainer focus on content	Major trainer focus on process of delivery
Led and dominated by trainer	Ownership of learning by participant
Training experts hands-down knowledge	Trainer as fellow learner/ facilitator
Emphasis upon "know that"	Emphasis upon 'know how' and "know who"
Participants passively receiving knowledge	Participants generating knowledge
Sessions heavily programmed	Sessions flexible and responsive to needs
Learning objectives imposed	Learning objectives negotiated
Mistakes looked down upon	Mistakes to be learned from
Emphasis upon theory	Emphasis upon practice
Subject / functional focus	Problem/multi-disciplinary focus

Notes

How to use this guide

The Guide can be used for a number of purposes:

- For selecting and recruiting organisers and trainers for small business in general
- For selecting and recruiting organisers and trainers for specific programmes for small business
- As a Guide to the identification of training needs of organisers and trainers.
- As a Guide to the development of training programmes for organisers and trainers
- As a Guide to self appraisal of existing organising and training institutions for small business or indeed individuals within these institutions.

In each of the Guides there is a framework setting out the overall competencies required for delivery of programmes (derived from the needs of clients). Each competency identified is broken down into a number of sub-competencies, against which individuals or institutions can check themselves.

To avoid repetition, the first Guide sets out the framework of general competencies for trainers and organisers of training. Subsequent Guides merely indicate the specific trainer competencies associated with the particular client group upon which the Guide is focused.

Notes

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'Training for small businesses in the European Community'

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(Guides to competency in the design of effective training programmes)

Allan Gibb
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CEDEFOP Document

'Training for small businesses in the European Community'

(Guides to competency in the design of
effective training programmes)

Guide 1

The generic competencies required of trainers and organizers of small business programmes

European Centre for the Development of Vocational Training

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'Training for small businesses in the European Community'

Guide 1

The generic competencies required of trainers and organizers of small business programmes
(Guides to competency in the design of effective training programmes)

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This Guide is one of a series aimed at covering various aspects of trainer and organiser competency for support of small business initiation and development. The series includes:

- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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ALLAN GIBB

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September 1989
AFRICA MELIS

Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

Alan Mayhew
Director
Commission of the EC. DG 23
Brussels

Eugene Muller
Member of the Management Board of CEDEFOP
Luxembourg

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Deputy Director of CEDEFOP
Berlin

Contents

The Generic Competencies of Trainers 1

1. Ability to identify personal needs analysis 5
2. Ability to undertake business profiling 6
3. Ability to segment the market for training 8
4. Ability to understand the process of business development 9
5. Ability to develop programmes over a wide range of typologies 11
6. Ability to use, through personal contact, the relevant environment.. 15
7. Ability to use existing materials and guides 17
8. Ability to produce own material 19
9. Ability to lay out attractive programmes and brochures/posters 21
10. Ability to adapt to different learning styles and applications for trainer behaviour 24
11. Ability to deliver enterprise skills training 25
12. Ability to train in an enterprising fashion 28
13. Ability to teach in a multi-disciplinary fashion 30
14. Ability to counsel groups and individuals 31
15. Ability to use invited speakers to best advantage 33
16. Ability to time and locate programmes effectively 35
17. Ability to market programmes effectively 37
18. Ability to assess, monitor and evaluate programmes 41

The Generic competencies of organisers 45

1. Ability to commission needs analysis. 47
2. Ability to select and recruit programme participants .. 47
3. Ability to select trainers 50
4. Ability to motivate trainers 51

Conclusion 53

The generic competencies of trainers

A competency is defined in terms of:

'An ability to perform certain tasks for which specific knowledge, skills, attitudes and motivation are necessary'.

The relevant competencies of trainers are derived from the specific needs of the businesses they are seeking to assist and in respect of our three categories of pre-start-up, start-up and small business are identified in Guides 2 to 5. The general (generic) competencies that all small business trainers should have are described in this Guide.

Training is a service which, like any other service (or product), has to meet needs, has to be developed and tested with customers, has to be packaged, distributed, must reach the market and be produced efficiently and effectively. Thus, in many ways, the competency needs of the trainer match those of the small business owner-manager.

In general the trainer should be able to:

- Undertake needs analysis of individual clients in order to identify their personal learning needs, which will in turn, provide the objectives for the programme.
- Undertake a profiling of the small business in order to identify its development needs. This, in turn, will point to the learning needs of management in terms of their ability to solve problems and grasp opportunities.
- Group needs and customers for training in a manner which enables programmes to be better targeted to meet the needs of different sets of customers (Niche Marketing).
- Understand the process of business development, (of start-up, survival and growth) and the associated problems and opportunities which owner-managers are likely to encounter in this process. Without this understanding, there will be a lack of empathy between trainer and manager.
- Develop programmes over a wide range of programme typologies to meet the various customer needs identified in the most efficient and effective manner.
- Design an attractive sounding programme for the purpose of marketing and lay it out by poster and brochure promotion in the most stimulating way possible.

Notes

- Understand the relevant environment of the business, have close personal contacts and credibility with it and be able to use it to the maximum effect in support of programmes

- Understand that owner-managers learn in very different ways and that trainers must to be able to adapt to different new learning styles.

- Use all existing relevant material and guides. This requires a knowledge of the literature and of existing programmes including those of competitors

- Produce own material to meet the needs of clients as and where necessary

- Understand that training for small business must be delivered in an enterprising fashion and have the necessary skills to do this

- Deal with business problems over a wide range of different functional areas and be able to teach in a multi-disciplinary fashion (even though the trainer may have his/her own single area of expertise).

- Be able to counsel both individuals and groups so that learning can be effectively translated into action.

- Identify a range of appropriate speakers for any particular programme, know when and how to use them and how to brief them.

- Select the right kind of timing for programmes appropriate to the needs of different client groups and offer them locations designed to enhance the learning process.

- Reach the customers effectively with appropriate marketing techniques

- Assess, monitor and evaluate programmes effectively in order to improve future services to the clients and be efficient in programme delivery.

These competencies are summarised in Exhibit 1.1.

Notes

EXHIBIT 1.1

A framework for generic trainer competency

Identifying needs and customers

1. Ability to undertake personal needs analysis
2. Ability to undertake needs analysis through business profiling
3. Ability to segment markets
4. Ability to understand the business development process

Developing appropriate programmes

5. Ability to develop a range of programme typologies
6. Ability to use the relevant environment
7. Ability to use existing materials and guides
8. Ability to produce own material
9. Ability to lay out attractive programme brochures

Delivering Programmes effectively

10. Ability to adopt flexible teaching styles
11. Ability to deliver enterprise skills training
12. Ability to train in an enterprising fashion
13. Ability to teach in multidisciplinary fashion
14. Ability to counsel groups and individuals
15. Ability to use invited speakers

Reaching the market

16. Ability to time and locate programmes effectively
17. Ability to market programmes effectively

Evaluation and control

18. Ability to assess, monitor and evaluate programmes

Trainers can check their competencies on the scoring system as in the 'overall trainer competency check'.

Notes

Overall trainer competency check

	Score for Ability			
	High			Low
	1	2	3	4
1. Ability to undertake personal needs analysis	☐	☐	☐	☐
2. Ability to undertake business profiling	☐	☐	☐	☐
3. Ability to segment the market for better targetting of SME needs	☐	☐	☐	☐
4. Ability to understand the process of business development	☐	☐	☐	☐
5. Ability to develop programmes over a wide range of typologies	☐	☐	☐	☐
6. Ability to use, through personal contact, the relevant environment	☐	☐	☐	☐
7. Ability to use existing materials and guides	☐	☐	☐	☐
8. Ability to produce own material	☐	☐	☐	☐
9. Ability to lay out attractive programmes and posters/brochures	☐	☐	☐	☐
l0. Ability to adapt to different learning styles and behaviour	☐	☐	☐	☐
11. Ability to deliver enterprise skills training	☐	☐	☐	☐
12. Ability to train in an enterprising fashion	☐	☐	☐	☐
13. Ability to teach in multi-disciplinary fashion	☐	☐	☐	☐
14. Ability to counsel groups or individuals	☐	☐	☐	☐
15. Ability to use invited speakers to best advantage	☐	☐	☐	☐
16. Ability to time and locate programme effectively	☐	☐	☐	☐
17. Ability to market programmes	☐	☐	☐	☐
18. Ability to assess, monitor and evaluate programmes	☐	☐	☐	☐

Each of these competencies are now dealt with in turn.

Notes

1. Ability to undertake personal training needs analysis

A basic need for all trainers is an ability to elicit an individual's training needs by a process of: individual job analysis in respect of the work they do; eliciting a basic job description; and understanding the various skills and knowledge requirements for the job. There is a need to understand the individual's own views of his/her job in relation to his/her personal goals and ambitions. And overall, there is a need to relate the feedback from the individual to a standard, informal or otherwise, for the job, in terms of the performance requirements of the organisation.

In most small firms much of the above is not written down. This reflects the essential flexibility of the small firm and the expectation that managers and workers will perform a wide variety of tasks in a flexible manner, which cannot always easily be forecast. There is a temptation for the trainer to seek to formalise unnecessarily. This must be resisted.

Trainer competency check 1

Ability to Undertake Personal Training Needs Analysis

	High			Low
	1	2	3	4
Interviewing skills	☐	☐	☐	☐
Job analysis ability	☐	☐	☐	☐
Analytical (problem-solving) skills including fault analysis	☐	☐	☐	☐
Job skills analysis	☐	☐	☐	☐
Job standards systems familiarity	☐	☐	☐	☐
Understanding of overall performance standards	☐	☐	☐	☐
Understanding of promotional and reward systems	☐	☐	☐	☐

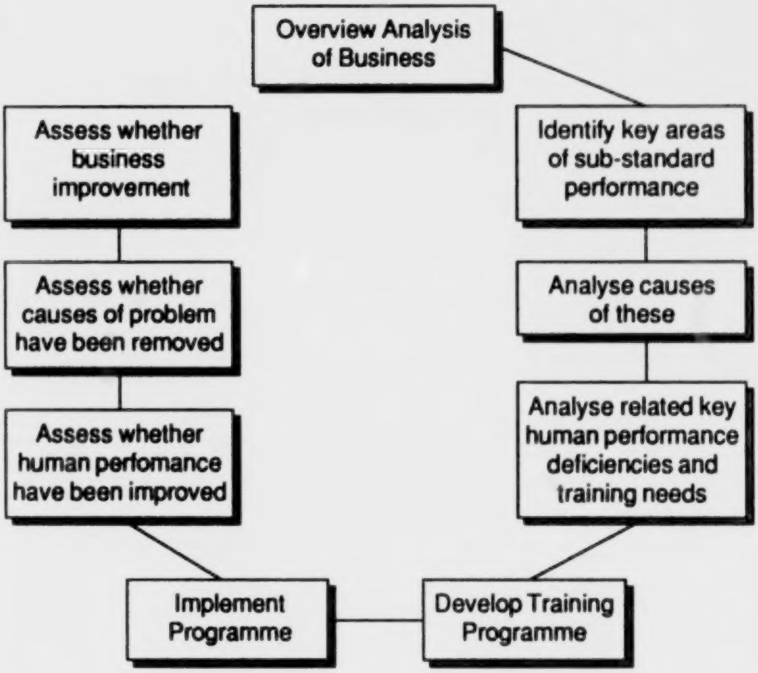
Notes

2. Ability to undertake business profiling

Entrepreneurs learn by solving business problems. They therefore learn as the business grows. It is essential that the trainer has the capability to understand and quickly profile the business, identify problems perceived or otherwise by management and relate these to human performance needs. The sequence is as in Exhibit 1.2.

EXHIBIT 1.2

The business profile sequence


Overview Analysis of Business
Identify key areas of sub-standard performance
Analyse causes of these
Analyse related key human performance deficiencies and training needs
Develop Training Programme
Implement Programme
Assess whether human perfomance have been improved
Assess whether causes of problem have been removed
Assess whether business improvement

Trainer competency check 2

Ability to Undertake Business Profiling

	High			Low
	1	2	3	4
Familiarity with small business management information systems	☐	☐	☐	☐
Ability to undertake overall business appraisal	☐	☐	☐	☐
Ability to undertake management control appraisal	☐	☐	☐	☐
Ability to undertake production appraisal	☐	☐	☐	☐
Ability to undertake marketing appraisal	☐	☐	☐	☐
Ability to undertake personnel appraisal	☐	☐	☐	☐
Ability to undertake problem analysis in each of the above areas	☐	☐	☐	☐
Ability to undertake rapid 'audit' of the above within a short visit (1 day) to company	☐	☐	☐	☐
Experience of and ability to feed back results personally to management	☐	☐	☐	☐
Ability to lay out brief management report	☐	☐	☐	☐
Ability to identify and relate management, supervisor and worker training needs to business problems and opportunities identified.	☐	☐	☐	☐

Notes

3. Ability to segment the market for training

Very often, probably too often, training programmes are targeted very loosely at the small firms population as a whole whereas in reality they appeal only to a small part of it. The secret of success in most small business is to find market niches, by carefully segmenting the market. The same is true for training. The 'market' for training can be segmented in a number of ways including:

- by activity sector
- by size
- by locality
- by the nature of the problem to be discussed
- by educational level of the entrepreneur
- by age of company
- by ethnic group
- by minority group
- by sophistication of the company
- by production process
- by customer type or market type (for company)

Segmenting the market in this way is one thing. Ensuring that within each segment there are common needs that can be met is another.

Trainer competency check 3

Ability to Segment the Market

	High			Low
	1	2	3	4
Knowledge of sources of information about small business to provide a data base for segmentation	☐	☐	☐	☐
Knowledge of all various ways in which the market can be segmented	☐	☐	☐	☐
A broad understanding of how the needs of different segments may vary	☐	☐	☐	☐
A broad understanding of how to tailor content and style to different segments	☐	☐	☐	☐
Ability to design questionnaires for purpose of market research	☐	☐	☐	☐

Notes

4. Ability to understand the process of business development

Because training needs relate to business development it is important that trainers understand the process of business development and the different needs that arise. As will be demonstrated below, those potential participants who are pre-start up have very different needs from those who are in the start-up process from those who are already in business and wish to survive, maintain or grow their business. Moreover, there are different finite stages at which different needs arise. And there are also very different capabilities to deal with these needs. For example, the more sophisticated owner-managed business with a management team and with a wide variety of experience in finance, marketing, supply and technology, has very different needs to the business which is still essentially led by the single entrepreneur and has very limited market, process, product, financial and intermediary experience. Attitudes to training change enormously as the business develops, as does the capability to release staff for training and indeed to pay for training.

Notes

Trainer competency check 4

Ability to Understand the Process of Business Development

	High			Low
	1	2	3	4
Awareness in general of the needs of those in pre-start up position	☐	☐	☐	☐
Awareness of the needs of those starting in business	☐	☐	☐	☐
Awareness of those seeking to survive in the early few years	☐	☐	☐	☐
Awareness of common problems of those seeking to maintain their business at a micro-level	☐	☐	☐	☐
Awareness of the problems encountered by those seeking to grow their business from a small base	☐	☐	☐	☐
Awareness in general of the problems encountered by the still entrepreneurially-led small company	☐	☐	☐	☐
Awareness of the problems in general of those seeking to expand from local to regional and international markets	☐	☐	☐	☐
Awareness of problems encountered in building a management team	☐	☐	☐	☐
Awareness of problems encountered in building management systems for production management and financial control	☐	☐	☐	☐
Awareness of the needs of exporting businesses	☐	☐	☐	☐
Awareness of the needs of those businesses 'going public'	☐	☐	☐	☐

Notes

5. Ability to develop programmes over a wide range of typologies

There are a wide variety of choices of programme approach and timing. These, in part, reflect the resource constraints of organisers and trainers as well as the owner-manager. They also reflect:

- the particular knowledge and skill needs targeted.
- whether the aim is to create awareness, understanding, insight or motivation to action or all four.
- the channel through which the programme is being organised.

Four broad areas of programme typology may be identified:

- those designed to acquaint the would-be or existing owner-manager with major changes in the **ENVIRONMENT** representing opportunity or threat. Examples include: changes in patent laws for inventors; changes in industrial relations legislation for owner-managers; changes in taxation; and changes in planning regulations. These, in turn, may be broadly divided into two groups: changes in the statutory climate; and changes relating to the commercial, technical and the broader customer environment.
- those programmes relating to the **PERSONAL COMPETENCY DEVELOPMENT** of the individual. For example, creativity, problem-solving, leadership, and communications etc.
- those relating to the acquisition by would-be or existing owner-managers **SPECIFIC TECHNIQUES**. For example, work study; just in time; discounted cash flow, etc.
- those dealing with **MANAGEMENT PROBLEMS**, either specifically related to functional management, (for example marketing, cash flow, production) or those who are of a more multidisciplinary nature e.g. solving problems of growth, new market entry, etc.

Programme length will vary depending upon whether the aim is to: raise awareness; develop understanding; develop insight into, and/or motivate to action. Awareness can often be achieved by very short programmes. Developing understanding will take longer depending upon the complexity of the issue. Encouraging insight (defined as relating learning to own experience and by that means providing more ownership of that learning) will take even longer. And applying learning to problems and opportunities, under counselling, can be almost an open-ended commitment.

Notes

Bearing in mind the above targets, the following programme possibilities are available:

The evening seminar
mainly aimed at awareness and very frequently at introducing environmental issues. This can be used also to raise motivation by introducing role models of success. The evening session can also be used for problem-solving exchanges to develop insight into a particular issue of common interest among participants.

The short course
lasting no more than 2 days for existing business and perhaps a maximum of 4 for pre-starters or starters. This can be used also for environmental issues; for developing awareness of, and some superficial understanding of, techniques; intensive personal skills training, e.g. to develop problem-solving skills; and to introduce broad business issues in functional areas.

The project-based programme.
This is likely to involve regular participant work groups focussed upon implementation. In the case of the start-up for example, training followed by market research and preparation of business plan, cash flow, etc. In the case of the pre-start, the search for an idea. In the case of the existing company, the development of a basic accountancy system. In this programme participants may meet at regular intervals over an extended period of time, possibly up to a year.

Experience exchange and action learning groups.
Participants may meet together regularly to discuss common problems, either randomly, or around a theme which involves action learning.

Interfirm comparison workshops.
Here, regular data may be collected to stimulate interest in performance. It will be fed back confidentially to participants throughout the workshops in order to motivate them to understand the significance of the interfirm data, and explore the reasons why performance may vary. This will in turn lead them to seek to identify and solve their own problems in order to improve performance.

Distance learning.
The limitations of distance learning have been indicated above. Owners will need to meet with tutors from time to time and, preferably, will need to be brought together to discuss common problems and solutions. Distance learning approaches may, however, be highly appropiate for developing those staff of the

Notes

owner-managed business with little time to attend formal programmes.

Interactive video and computer-based learning systems. These are slowly being developed, both by private companies and public institutions throughout Europe. They vary in levels of sophistication but, with the growth of micro-processors in small companies, it is becoming increasingly possible to develop systems to help companies become their own problem solvers. There are already programmes for start-ups and pre-start-ups, aimed at providing means of self-appraisal and business idea appraisal as preparation for entry into business. Such programmes need to embrace introductory and feedback sessions, as well as interim counselling.

Structured business development programmes. These are likely to be appropriate only for the would-be starter who is unemployed; the employees of businesses, on a part-time basis; and/or as part of the vocational education system for youth or adults, both in certificated and uncertificated courses. The scope for small business pre-start-up, start-up and micro-business training within the vocational training system is enormous and is unevenly developed throughout Europe. This is a key area for development.

Enterprise Education courses. Increasingly enterprise training is being built into the education of young people in schools, in further education and in universities and polytechnics. Business degree courses in enterprise are being developed. Post graduate diplomas in entrepreneurship are established and a variety of programmes aimed at encouraging the transfer of the graduate into small business are being introduced.

Overall the programme potential is enormous. How the above typologies can be applied to different participant groups in the pre-start-up, start-up and micro-business situation is explored in later sections.

Notes

Trainer competency check 5

Ability to Develop Programmes Over Wide Range of Typologies

	High			Low
	1	2	3	4
Ability to develop evening seminars	☐	☐	☐	☐
Ability to develop short courses covering wide subject ranges	☐	☐	☐	☐
Ability to develop project-based programmes	☐	☐	☐	☐
Ability to develop experience exchange and action learning programmes	☐	☐	☐	☐
Ability to develop interfirm company workshops	☐	☐	☐	☐
Ability to develop distance learning programmes	☐	☐	☐	☐
Ability to develop interactive video and computer-based learning systems	☐	☐	☐	☐
Ability to develop structured business development programmes	☐	☐	☐	☐
Ability to develop Enterprise Education Programmes	☐	☐	☐	☐

Notes

6. Ability to use, through personal contact, the relevant environment

Existing owner-managers are short of resources for scanning the environment. They do so mainly by personal contact. This has many advantages but limits the view of the environment that they can take. Those interested in, or aspiring to start a business will have little familiarity with the business network. **A key objective of all programmes will be to acquaint the manager with all sources of contact in the environment relevant to the programme objective and likely to help in solving problems and grasping opportunities.** Thus, a programme on financial management should find time for owner-managers to meet accountants, bank managers, leasers of equipment, hire purchase companies, equity providers, tax inspectors, and perhaps even those people in large companies who set and operate credit terms for the small company. A programme on industrial relations should endeavour to involve shop-stewards, trade-unionists, representatives of industrial employment tribunals, conciliation service officials, employers of association personnel etc.

Learning by personal interface is extremely important to the small business. The trainer should therefore have access to, and contacts with all the relevant environment in the local area. This includes a list of existing owner-managers who have had experience of dealing with these institutions and/or the problems or opportunities being addressed. For the pre-starter there is no better contributor than someone who has recently found a start-up idea and is progressing with it. For the start-up there is substantial scope for learning from those recently started. And for the existing owner-manager there is potential for learning from the experience of others who have solved the problem, grasped the opportunity and dealt with the relevant environment. Too often, professional trainers will ignore opportunities for involvement of those from the 'real world'.

Notes

Trainer competency check 6

Ability to Use through Personal Contact, the Relevant Environment for Business Development

	High			Low
	1	2	3	4
Good personal contacts with all business associations	☐	☐	☐	☐
Good contacts with relevant professions (banks, accountants, lawyers)	☐	☐	☐	☐
Good contacts with the statutory environment representing the legal aspects of small business obligations	☐	☐	☐	☐
Good contacts with all official public and private support organisations	☐	☐	☐	☐
Good local contacts with large company suppliers and buyers	☐	☐	☐	☐
Good local contacts with other education and training institutions	☐	☐	☐	☐
Undertakes many joint ventures with other institutions and any environments	☐	☐	☐	☐
Frequently uses other owner-managers to sell a programme and work on it	☐	☐	☐	☐
Involves existing managers frequently in making presentations	☐	☐	☐	☐
Has high credibility and visibility with the relevant environment	☐	☐	☐	☐
Uses representatives of the environment frequently in training programmes	☐	☐	☐	☐

Notes

7. Ability to use existing material and guides

There are a wide variety of different guides and training materials produced in each of the countries of the Community. They are not all produced by training organisations. Many are published by banks, by firms of accountants, the chambers of commerce and productivity associations. Not all are strictly geared to training but all are designed to develop the understanding of the small and medium owner manager. Many of these guides are, however, written in a language which is essentially that of the professional manager and are not always user-friendly to the small firm. The successful trainer will be able to distinguish those that are of value and will be prepared to rewrite others which are useful in content but difficult to use in terms of language. The material available overall will include:

- leaflets and pamphlets distributed by the professions and by government
- books and other monographs
- video material prepared by broadcast corporations and private training and public relations organisations
- self help/analysis guides designed to provide checklists for those going into or operating businesses
- guides to interfirm comparison which will maker owner managers aware of their own relative performance
- training manuals
- distance learning materials
- interactive video and computer based learning systems
- business systems relating to various functional parts of the organisation, for example sales, records, analysis, ledgers, cash flow planners, balance sheet analysis guides, production planning charts etc.
- case studies and critical incidents
- business planning guides

The accomplished trainer will have an up-to-date inventory of these and will have clearly assessed their worth.

Notes

Trainer competency check 7

Ability to Use Existing Material and Guides

	High			Low
	1	2	3	4
Awareness of leaflets of banks, professions, chambers etc.	☐	☐	☐	☐
Awareness of video material	☐	☐	☐	☐
Awareness of interfirm comparison material	☐	☐	☐	☐
Awareness of interactive and computer-based material	☐	☐	☐	☐
Awareness of business systems material	☐	☐	☐	☐
Awareness of business planning guides	☐	☐	☐	☐
Clear inventory of what is well designed and what isn't	☐	☐	☐	☐
Awareness of into what programmes, and how, this material might fit	☐	☐	☐	☐
Willingness to rewrite and experience of rewriting such material for own use	☐	☐	☐	☐
Awareness of how to support follow-up to this material in the classroom	☐	☐	☐	☐
A regular method of keeping up-to-date with what new material is being produced.	☐	☐	☐	☐

Notes

8. Ability to produce own material

Entrepreneurs do not read a great deal. They have too little time. They collect most of their information by personal contact and by experience. When they do read, they want the material to be to the point, to address their problems or opportunities, to be in the right language and suitable for handing on to their workers. They do not want major manuals to read, long videos to watch, handouts couched in jargon, case studies which do not relate to their own industry or sector, and which are complex and academic in nature. Key guidelines for materials development are therefore:

- the best case study is the learner's own firm
- the next best case is that of one of the other attendees on the programme
- the next best case study is that relating to a similar type of company in the industry
- materials should be short, and start from the problems and opportunities perceived by the participants
- they should be in simple language
- they should be action-oriented
- they should be capable of being used by the owner-manager to develop his/her own employees
- they should indicate how and where the owner-manager can get assistance to implement any of the action points
- they should not threaten the ego of the owner-manager by talking down to him/her and should not be too prescriptive in nature.
- Where courses of action are suggested, the benefits to the business should be shown very clearly.

The implications of this for trainers are major. They should be prepared to use live case studies of participants in the classroom rather than force their own material upon trainees. This will put much greater strain on the trainer as he/she is forced to problem-solve in a 'real life' situation. Distance learning material should be used with caution. Owner-managers are unlikely to spend long hours working through books or watching videos on their own. It should be used to reinforce interaction between owner-managers, to open up problems and opportunities and to help them appraise their own strengths and weaknesses. It is not a substitute for live interaction with other small business persons. The trainer should always be prepared to write material, or 'corrupt' existing material at short notice to suit the participant group.

Notes

Trainer competency check 8

Ability to Produce Own Material

	High			Low
	1	2	3	4
Ability to build live classroom case studies	☐	☐	☐	☐
Ability to write relevant cases relating to specific industries at short notice	☐	☐	☐	☐
Ability to keep material short and problem-oriented	☐	☐	☐	☐
Ability to write in simple language	☐	☐	☐	☐
Ability to write material pointing to scope for action	☐	☐	☐	☐
Ability to write material that can be used by the owner-manager for his/her own training of staff	☐	☐	☐	☐
Ability to write action checklists to follow up from any material	☐	☐	☐	☐
Ability to signpost the manager to relevant sources of further advice	☐	☐	☐	☐
Ability to write non-prescriptively to encourage use	☐	☐	☐	☐

Notes

9. Ability to lay out attractive programmes and brochures/posters

The chances are high that with the owner-managed business, the majority of brochures and leaflets mailed will be dispatched to the waste bin! This largely reflects the owner-manager's shortage of time but always, perhaps, a dismissive attitude towards formal training courses. Where such a dispatch is not made immediately, it is likely that any brochure or leaflet may be set aside for later reading and become lost among a sheaf of other papers. It is, therefore, important that brochure design should be attractive, causing the entrepreneur to immediately read it, register and ultimately recall and apply for the programme.

Programmes must be geared to the needs of the customer and should set out the benefits clearly. Major points to note include:

- addressing the **need** in the programme message so that would-be participants will immediately see the potential benefit. For example, 'Solving cash flow problems' not 'Financial management for the smaller business'. 'How to find the right idea' not 'starting up in business'. The message must meet the need and carry the benefit.

- keeping the language simple and short - avoiding jargon

- using the recommendation of previous participants, former would-be starters or existing micro-businesses as the main selling point

- emphasising that ample time will be given for discussion of issues and problems

- introducing comments of 'real world' people, including small business people as often as possible

- giving ownership in the programme brochure to other relevant institutions - seeking partnership arrangements. This will help to market the programme and will also link participants in with other assistance organisations. For example, Export Programmes can be run through chambers of commerce, official export agencies, export consultants, trade associations and export departments of banks.

- using a coloured brochure or leaflet which is easily spotted among papers which may not be well-filed, or are left lying around the house or company.

Notes

- making it easy to apply by simple cut-out application forms.

- making sure there is a personal name and number given on the brochure for enquiries.

- emphasising the relevant experience of training staff, not necessarily their professional academic qualifications.

- seeking consistently to project an image of the training organisation that is attractive to small business people.

- leaving space in the application, or in an attached document, for would-be participants to enter their problems or issues which they would like addressed by the programme.

- avoiding sending brochures, or making announcements too far in advance of the start of the programme for existing businesses, as they are likely to lose the documents. Three weeks is about right.

- writing the programme and the brochure so that the environment and content does not look too demanding or threatening.

Notes

Trainer competency check 9

Ability to Lay Out Attractive Programme and Brochures/ Posters

	High			Low
	1	2	3	4
Awareness and experience of various programme typologies and their appropriateness	☐	☐	☐	☐
Ability to write problem/opportunity-centred brochure	☐	☐	☐	☐
Ability to write in simple language	☐	☐	☐	☐
Ability to use previous participant recommendations	☐	☐	☐	☐
Understanding of where and how to allow time for discussion	☐	☐	☐	☐
Wide ability to link with a variety of other organisations in programme development and promotion	☐	☐	☐	☐
Ability to design a brochure that will not easily be lost	☐	☐	☐	☐
Ability to write programmes that are user-friendly in terms of application and contact	☐	☐	☐	☐
Ability to make trainer experience rather than qualifications sound attractive	☐	☐	☐	☐
Ability to project an image of the training organisation attractive to small business persons	☐	☐	☐	☐

Notes

10. Ability to adapt to different learning styles and behaviour

There is now a great deal of evidence to demonstrate that individuals learn in different ways. A training programme can be very carefully prepared, meeting all of the criteria embodied in this Guide, yet might be much more effective with one individual as opposed to another. There have been attempts to characterize different types of learners, noting fundamental differences in the way that people:

- take up information
- process it
- relate it to themselves
- listen and absorb ideas
- think
- work together
- reflect
- enjoy, or otherwise, different types of approaches to learning.

Trainers themselves learn in different ways and have different interests. They differ, for example, with regard to: importance of transfer of knowledge, as opposed to process; use of authority; clarity of goals; degree of interest in all students, rather than the brighter ones; attitude to relevance; and type of instructional methods.

Trainer competency check 10

Ability to Adapt to Different Learning Styles

	High			Low
	1	2	3	4
Understanding of significance of different learning styles	☐	☐	☐	☐
Ability to characterize different learning styles	☐	☐	☐	☐
Ability to recognise own teaching style	☐	☐	☐	☐
Ability to adjust approaches to different learning styles identified	☐	☐	☐	☐
Ability to design courses for different learning styles of groups or individuals	☐	☐	☐	☐

Notes

11. Ability to deliver enterprise skills training

Much is made in the literature on the entrepreneur about the attributes of the successful entrepreneur. There are no doubt many personal attributes which make for business success. But the fact remains, there are many millions throughout Europe who are self-employed and/or run small businesses employing others. These people come from all walks of life, all kinds of backgrounds and operate a wide range of different types of business. It is almost certainly the case that most people could run a small business of some sort, but some would be more successful than others and not all, of course, would wish to do it. The degree of success they have will, in part, depend upon the kind of business. The more complex the business, the more demanding it will be in terms of ability needed.

The riskier the business, the greater the emphasis that may be placed on so-called traditional entrepreneurial abilities. Most people who run a business have to face higher degrees of uncertainty, by and large, than those who work for someone else. And they have a wider degree of responsibility. Home life is more likely to be integrated into the business and a wider range of family members are likely to be involved.

Consider the changes when a person sets up in business on their own, having previously been employed. He or she must:

- Invest their own money and put it at risk.
- Find customers - they can no longer be guaranteed work on a day-to-day basis.
- Decide how they will organise themselves and any employees they have.
- Become more directly vulnerable to changes in the environment.
- Recognize that their income will vary with their success on the market, as will their standard of living.
- Plan as to how and what to make, and how and when to deliver.
- Learn to deal with a wide range of management functions in a totally integrated manner.
- Learn to market and sell.
- More than likely work much longer hours, at least initially.

Notes

All of these changes make demands on the enterprise skills of the owner-manager. Knowledge alone will not be enough to deal with them. There will be a need for elements of:

- **Creativity** - to find new ways of making things happen.
- **Analytical ability** - to solve problems.
- **Motivation** - to achieve and keep going, and solve apparently insoluble problems.
- **Persuasive skills** - to persuade workers, motivate them and persuade buyers.
- **Negotiation skills** - to negotiate with workers and customers, suppliers and the professions.
- **Leadership skills** - to motivate staff.
- **Communication skills** - to communicate effectively with staff and with customers, buyers and all those in the environment with whom the firm interfaces.

These skills will more or less be developed by experience as owner-managers face different degrees of uncertainty. **They can however be developed by training and by the way in which the trainer facilitates learning.** For all three customer groups in this Guide, it is possible for the trainer to develop: creativity programmes; problem-solving exercises; exercises in presentation, negotiation, persuasion, communication skills, leadership and motivation.

Notes

Trainer competency check 11

Ability to Deliver Enterprising Skills Training

	High 1	2	3	Low 4
Understanding of, and ability to teach creativity	☐	☐	☐	☐
Understanding of, and ability to teach problem solving	☐	☐	☐	☐
Understanding of, and ability to teach achievement motivation	☐	☐	☐	☐
Understanding of, and ability to teach persuasive (selling) skills	☐	☐	☐	☐
Understanding of, and ability to teach leadership	☐	☐	☐	☐
Understanding of, and ability to teach group communication	☐	☐	☐	☐
Understanding of, and ability to teach presentation skills	☐	☐	☐	☐

Notes

12. Ability to train in an enterprising fashion

Much of the existing training technology is anti-entrepreneurial. It purveys knowledge to a passive audience. The trainer takes on the role of expert and 'hands down' knowledge. Teachers are often incapable of taking multi-disciplinary problem-solving approaches, but take narrow specialist stances. They dictate what is learned, when it is learned and timetable to their convenience. There is no real learning contract with the participant.

The point has been made above that Enterprising Skills of owner-managers can be developed by the process of teaching, as well as by the delivery of specific enterprise competency modules. The trainer, therefore, has to have the competence and awareness to deliver training in an enterprising fashion. To deliver training in an enterprising fashion means focussing as much on the process as the content of training, allowing ownership of learning to be with the learner and allowing freedom for participation, discussion and flexibility in learning methods.

Notes

Trainer competency check 12

Ability to Train in an Enterprising Fashion

	High			Low
	1	2	3	4
Concern for process equal to or greater than content	☐	☐	☐	☐
Gives ownership of learning to participants	☐	☐	☐	☐
Flexible in programming so that changes can be made hour by hour	☐	☐	☐	☐
Problem-centred in all approaches	☐	☐	☐	☐
Willing to admit ignorance	☐	☐	☐	☐
A facilitator rather than deliverer of learning	☐	☐	☐	☐
Avoids talking down	☐	☐	☐	☐
Avoids threatening the ego of the entrepreneur	☐	☐	☐	☐
Avoids use of jargon	☐	☐	☐	☐
Encourages maximum exchange of views	☐	☐	☐	☐
Prepared to use examples from the class rather than own examples	☐	☐	☐	☐
Prepared to discover and start 'from where participants are' in terms of understanding	☐	☐	☐	☐
Prepared to be multi-disciplinary in approach	☐	☐	☐	☐

Notes

13. Ability to teach in multi-disciplinary fashion

Most small business owners are dealing with the totality of the business. They do not have functional managers. They therefore are taking holistic management decisions integrating marketing, finance and production on a regular basis. They often, for example, will not see such a thing as an individual marketing problem, without being aware of the financial and production implications, nor a financial problem without its marketing, production or personnel aspects and so on. In their learning and in their discussion, they often do not want to be locked narrowly into functional areas. It is important, therefore, that the trainer has an ability to teach 'across the board' while necessarily having a specialist expertise. This means avoiding the myopia of marketing trainers seeing everything as a marketing problem, trainers in accountancy seeing everything as a financial problem and production analysts seeing everything as a production problem. In essence, the same broad skills are needed in the classroom as are needed for training needs analysis by business profiling.

Trainer competency check 13

Ability to Teach In a Multi-Disciplinary Fashion

	High			Low
	1	2	3	4
Overall ability to take a holistic view of management training	☐	☐	☐	☐
Ability to deal with marketing problems	☐	☐	☐	☐
Ability to deal with financial problems	☐	☐	☐	☐
Ability to deal with management control problems	☐	☐	☐	☐
Ability to deal with production problems	☐	☐	☐	☐
Ability to deal with personnel problems	☐	☐	☐	☐
Ability to teach at a simple level across all the above subjects	☐	☐	☐	☐

Notes

14. Ability to counsel groups and individuals

Counselling in this context is defined as the ability to work with and through the owner-manager so that learning takes place, and the ability to take action is enhanced. Counselling is therefore different from consulting, in that the latter is more concerned with working for the client and advising on client action. Results of counselling are more difficult to evaluate because they are dependent upon client capability to develop actions from learning. As such counselling is very similar to training, the need for counselling owner-managers as part of training may arise in a number of ways:

- During a particular programme, where individual or group problems are raised for discussion

- After the programme, as individual owner-managers seek to implement what they have learned and run into problems during this implementation period.

Many training programmes build in counselling as part of the programme, to ensure that what has been learned in the classroom can be individualised to the particular business and acted upon. Some programmes link with counsellors and advisors to ensure the same effect. It can, however, be argued strongly that every small business trainer should be capable of counselling at an individual and group level.

A wide range of skills are needed for counselling which can be divided into four key components:

- Inter personal skills
- Problem-solving skills
- Business analysis skills and knowledge
- Knowledge of, and contact with, the relevant environment and its potential use.

The good counsellor will have a number of key inter personal skills including:

- Ability to speak in the right language at the right level
- Empathy with the client
- Humility
- Patience to probe consistently
- Warmth to ensure a ready response
- Summarising skills to ensure that what has been understood can be fed back clearly

Notes

- Building skills - a willingness to start from where the client is and what he/she already knows
- Demonstration skills - an ability to show by example
- Directing skills - an ability to be firm, but subtle, in directing an interview session leading to a conclusion
- Action orientation so that words are translated into deeds
- Body language skills to maximise communication with a client.

Problem-solving skills are important in being able to relate cause to effect. The aim is frequently to separate the over-riding problem from any symptom that the client may bring forward. The necessary business skills and environmental knowledge have been described above in the section on profiling.

Trainer competency check 14

Ability to Counsel Groups and Individuals

	High			Low
	1	2	3	4
General Interviewing skills	☐	☐	☐	☐
Ability to communicate at the right level to wide range of persons	☐	☐	☐	☐
Analytical (problem-solving) skills	☐	☐	☐	☐
Broad business profiling skills	☐	☐	☐	☐
Wide environmental awareness, national and local	☐	☐	☐	☐
Demonstration skills	☐	☐	☐	☐
Ability to avoid prescription	☐	☐	☐	☐
Summarising skills	☐	☐	☐	☐

Notes

15. Ability to use invited speakers to best advantage

Using external contributors involves major risks. Many of these can be avoided with adequate selection, recruitment and briefing. Key points are:

- to ensure that the outside contributor has experience in detail in dealing with the particular problem or issue being addressed.
- that he/she has experience of dealing with a small and medium enterprise.
- that he/she is a good presenter.
- that he/she has adequate materials, or is prepared to have adequate materials, prepared for the session.
- that he/she is prepared to discuss a wide range of problems and issues freely.
- that he/she knows exactly what is expected of a session and how it fits into the overall programme.
- that he/she is briefed about the programme and about the participants before attendance.
- that he/she brings along adequate material that meets the criteria discussed above.
- that he/she speaks for a short time only, leaving ample time for participation.
- that he/she is accompanied by a tutor who will able to integrate the session into the whole programme.

The Trainer should have an inventory of accomplished speakers, and should know their appropriateness for different types of programme. Outside speakers are most useful in providing outside contacts for participants and for giving wider ownership of programmes to other relevant agencies in the environment. If selected carefully, they could also represent 'role models' of the best type of personnel that the owner-manager may use in the environment. For example, using a local accountant to teach business planning or cash flow management may be better than using a member of staff of the training institution, because it provides the small business owner-manager with a view of the kind of accountant that they might wish to recruit for their own business, and helps them to establish a criteria for the selection of a good accountant.

Notes

Trainer competency check 15

Ability to Use Outside Speakers to Best Advantage

	High			Low
	1	2	3	4
Wide selection of good speakers known to trainer	☐	☐	☐	☐
Evaluation of strengths and weaknesses of each of these speakers	☐	☐	☐	☐
Always ensures that they are carefully briefed for the programme	☐	☐	☐	☐
Always ensures that they have relevant experience to feed into the programme.	☐	☐	☐	☐
All speakers used have relevant experience of dealing with small and medium business	☐	☐	☐	☐
All speakers have relevant materials	☐	☐	☐	☐
All speakers are willing to discuss problems widely	☐	☐	☐	☐
All speakers are clearly briefed	☐	☐	☐	☐
All speakers are participative in their style	☐	☐	☐	☐
All speakers represent sound role models of professionals/advisers that might be used in the environment	☐	☐	☐	☐
Speakers are given some ownership of the programme	☐	☐	☐	☐

Notes

16. Ability to time and locate programmes effectively

The point has been made earlier that owner-managers have little time to learn formally. The smaller the business, the less time the owner can afford to be away from it. Each minute costs money. The following guidelines are therefore important:

- the programmes should be short and to the point
- they should be in locations that are easy to access for the owner-manager
- they should be in locations in which the owner-manager is likely to feel comfortable
- there should be opportunities for the participants to gather socially together in congenial surroundings before, during and after the programme
- short inputs can be linked with action periods allowing the owner-manager to come back regularly, after attempting to implement learning in the organisation
- there should be reinforcement for implementation, perhaps by counselling during the 'gaps' in training
- programmes can take place on the premises of owner-managed companies or in familiar surroundings
- longer programmes should be geared to the development of the business
- trainers will have to be sympathetic with situations where owner-managers do not turn up for training, despite having booked in, because they have discovered a major problem at work, which demands immediate attention
- in this respect, it is best not to allow owner-managers time to go into their business before the programme
- breaks in the programme should be kept to a reasonable minimum - owner-managers are used to working through their lunch hours, they do not have proper coffee breaks and will demand utilisation of every minute of the day.

Those not already in business are still likely to be short of time, particularly if they are already in employment. Only if they are unemployed can they be exposed to training periods of some length. Sessions themselves can be long, provided that they are interactive, and that periods of participant listening without participation are kept short.

Notes

Trainer competency check 16

Ability to Time and Locate Programmes Effectively

	High			Low
	1	2	3	4
Ability to provide programmes of easy access to owners	☐	☐	☐	☐
Ability to provide comfortable surroundings	☐	☐	☐	☐
Ability to provide opportunities for social gathering before, during and after the programme	☐	☐	☐	☐
Capability to run programmes on owner- managed company premises	☐	☐	☐	☐
Ability to organise programmes so that 'time for implementation' is allowed	☐	☐	☐	☐
Programme timetabling matches owner- managers day and breaks are not too exhorbitant	☐	☐	☐	☐
Flexible in rearranging programmes to suit convenience of owners	☐	☐	☐	☐

Notes

17. Ability to market programmes effectively

Marketing in the first instance means meeting the needs of the customer. The needs of the pre-start-up, start-up and micro-businesses are explored in detail in later sections. The point has been repeatedly made above that all trainers should be aware of the processes of development of the small business and the problems, and therefore needs, that arise in this development in general terms. All programmes should stress the benefits: and the way in which this might be built into the programme brochure has been described above. In addition to the above, however, sound marketing means:

- Keeping a close eye on the feedback of programmes already run, noting the need for change and/or development

- Awareness that many of the programmes may become obsolete, and recognising the necessity for change.

- Monitoring the take-up of all the programmes in terms of type of customer

- Noting the geographical catchment area of programmes and carefully targeting on these

- Identifying which of the channels through which programmes are marketed are most effective

- Being constantly aware of those customers who represent repeat business and who can be used to sell programmes to others

- Being constantly aware of the competition and possibilities of collaboration with other institutions

- Being aware of the changing technology of business training and how this can be of use

- Being aware of changes in the environment likely to affect the small business and therefore producing opportunities for business programmes

- Having the means of actively selling programmes and receiving feedback from 'sales persons' about customer reaction

- Adequately briefing agents and channels that may be used for the delivery of programmes, so that they are fully aware of what each programme means

Notes

- Taking a careful approach to the marketing mix in terms of: producing attractive brochures; pricing at the right level; undertaking promotions and sponsorships; identifying the key areas where advertising is most effective; and maximising the amount of public relations that can be obtained from each programme, including maintaining constantly good relationships with the press

- Finding the appropriate media for different programmes. Unemployed youth are reached in a different way from those in employment. Managers in existing businesses with interests in business start-up are reached in different ways from existing owner-managers. Owner-managers are best reached through associations, clubs, and channels in which they already have some confidence.

- Using initial workshops, where necessary, to acquaint would-be participants with the programme, with its tutors and with previously successful participants. Allowing such workshops to be run as much as possible by previous programme participants

- Ensuring that administrative and secretarial staff are well briefed in selling the programme and answering the enquiries

- Avoiding holding programmes at inconvenient times (Mondays and Fridays)

- Ensuring that the overall image of the training institution is entrepreneurial.

Trainers need to be very entrepreneurial in their marketing and have a very positive attitude to this aspect of their 'business'. One of the major barriers to the supply side effectively reaching the small business training, is the 'supply' orientation of many training institutes whose major concern is merely to 'offer a product'.

Notes

Trainer competency check 17

Ability to Market Programmes Effectively

	High			Low
	1	2	3	4
Awareness of existing programme performance and customer reaction	☐	☐	☐	☐
Adequate methods for absorbing customer feedback and changing products	☐	☐	☐	☐
Overall careful projection of entrepreneurial image of institution	☐	☐	☐	☐
Regular scanning of the environment to be aware of programme potential	☐	☐	☐	☐
Adequate awareness of changes in training technology	☐	☐	☐	☐
Involvement of channels (other business support institutions) wherever necessary and possible	☐	☐	☐	☐
Careful selection of channels for individual programme dissemination	☐	☐	☐	☐
Regular briefing of the channels	☐	☐	☐	☐
Careful monitoring of geographic catchment area	☐	☐	☐	☐
Adequate harnessing of repeat business	☐	☐	☐	☐
Regular evaluation of activities of competitors and potential collaborators	☐	☐	☐	☐
Adequate briefing of own staff for selling purposes	☐	☐	☐	☐
Adequate briefing of salesmen and other agents	☐	☐	☐	☐
Adequate mechanisms for feedback from channels about new programme possibilities and new customers	☐	☐	☐	☐

Notes

Still check 17

	High			Low
	1	2	3	4
Careful selection of media for advertising	☐	☐	☐	☐
Good programme packaging	☐	☐	☐	☐
Maximum use made of previous participants	☐	☐	☐	☐
Making maximum use of workshops with ex-participants to sell future programmes	☐	☐	☐	☐
Ensuring the programmes are held at convenient times	☐	☐	☐	☐

Notes

18. Ability to assess, monitor and evaluate programmes

An essential part of the marketing of programmes is customer feedback. But it is also important to carefully monitor the 'process' of the programme and to evaluate its ultimate results. There are broadly two types of evaluation:

- A **Formative** evaluation which attempts to feed back regularly on 5 ways of improving the programme
- A **Summative** evaluation which attempts to sum up the overall benefits of the programme.

The former is particularly important for those who are running the programme, as they will wish, on an on-going basis, to know how to improve it. The latter is equally important in terms of improvement of the programme, but may also be used for feeding back to those who are funding the programme as to whether it is worthwhile, obtains the results that have been targeted upon and/or needs to be amended or replaced by something else. Summative evaluation is often undertaken for sponsors of programmes who are concerned with 'value for money'.

Measures of assessment, monitoring and evaluation can be undertaken at various levels as follows:

The **Reaction** Level
this aims to identify how participants respond immediately to the programme, whether they like it, whether they were comfortable, whether they feel they have learned something, what were the immediate problems and perceptions of the tutor, the environment and so on. This can usually be undertaken by a simple assessment form immediately following the programme, or after each session or section.

A **Learning** Assessment
this aims to discover what the participants have learned. It may require before and after tests of their knowledge. In respect of small businesses, the key question is to whether they can now solve problems that they have hitherto found insoluble.

Notes

The **Behaviourial** Evaluation
this cannot be undertaken immediately after the programme for it seeks to measure whether individuals feel that they have behaved in a different way as a result of the programme. In sophisticated evaluations, behaviour can be monitored directly. In less sophisticated evaluations, owner-managers can be contacted by telephone sometime after the programme and asked whether they now do things in a different way and how this relates to the programme input.

Resultant Actions Evaluation
this seeks to measure more broadly what kind of actions in the company have resulted from the programme, in terms of company changes and company improvements. This requires another level of evaluation and monitoring. It can be achieved by sending questionnaires, or by telephone enquiries, probing the problems the owner-managers brought to the programme beforehand and whether these have now been solved.

The **Ultimate Performance** Evaluation
this measures the effect of the programme, in terms of estimated impact on profits, turnover, margins, efficiencies etc. These are the benefits that many sponsors are looking for. In fact, they are difficult to measure and really need pre and post measures if they are to be really alia. The result is what is commonly known as cost-benefit analysis of training.

It is clearly evident that very few programmes are evaluated across this spectrum in the manner described above. The most that is usually managed is a simple assessment form following the programme. There is often neither the time nor the resources, nor the inclination to go farther. Yet, training is an investment involving expenditures of the business and of society and should look for a return, even though this is difficult to measure. Given the fact that much of small business training should aim at helping businesses solve problems and grasp opportunities, it is essential to know whether this training does, in fact, have the required result. The major problem in developing these levels of evaluation is, of course, that the influence of the trainer on the 'output' diminishes as one moves from Reaction to Ultimate Performance evaluations. The trainer can be regarded as substantially responsible for Reaction assessments and for Learning assessments. But there are a wide range of other factors influencing behaviour, company actions and ultimate performance, which lie beyond the control of the trainer and which may impact upon the results of any single training programme. Although it is frequently done, it is therefore extremely misleading to attribute ultimate benefits, such as 'numbers of successful start-ups' to programmes. For the number of factors that influence start-up success are very large indeed, and most of them are beyond the influence of any trainer. It can, nevertheless,

Notes

be cogently argued that every trainer should be fully aware of methods of assessment, evaluation and monitoring of programmes and should be capable of designing instruments for this purpose.

In addition to the above, trainers will need to know that their programme has been implemented efficiently, has been run within cost constraints and has met the sales and 'profit' targets (if any) to be achieved. Trainers should, therefore, have enough knowledge to set up effective monitoring, budgetary control, costing and reporting systems, so that secretarial and administrative staff associated with programmes can clearly operate these and the efficiency of programmes can be measured.

Notes

Trainer competency check 18

The Ability to Assess, Monitor and Evaluate

	High			Low
	1	2	3	4
Overall awareness of methods of assessment, monitoring and evaluation	☐	☐	☐	☐
Ability to construct reaction assessments	☐	☐	☐	☐
Ability to construct learning assessments	☐	☐	☐	☐
Ability to develop behaviourial evaluations	☐	☐	☐	☐
Ability to develop 'resultant action' evaluations	☐	☐	☐	☐
Ability to develop 'ultimate performance' evaluations	☐	☐	☐	☐
Regular feeding back of evaluation to participants	☐	☐	☐	☐
Adequacy of ability to monitor effectively programme costs and outputs	☐	☐	☐	☐
Ability to construct adequate teacher/ trainer assessments	☐	☐	☐	☐
Ability to collect information prior to programmes designed to help programme construction.	☐	☐	☐	☐

Notes

The generic competencies of organisers

The Organisers of training, (as opposed to trainers), should have most of the Trainer abilities, with the exception of those associated with direct teaching in the classroom. For example, they should be able to: identify needs; segment the market; interface with the relevant environment and assess its capability; be familiar with existing material and capable of developing new material; understand the necessary locations and timings of programmes; have links with follow-up services; be able to market and promote programmes and monitor, assess and evaluate. In addition Organisers should be able to:

- Commission needs analysis where necessary
- Select and recruit, and set criteria and processes for this
- Be able to select good trainers and have sound criteria for this purpose
- Be able to motivate trainers and others involved in the programme to perform at maximum efficiency and effectiveness.
- Provide a system of checklists and self appraisals for trainers and organisers to identify their own needs for training and development

Notes

EXHIBIT 2.3

A framework for generic organiser competency

Identifying needs and customers

- 1. Ability to undertake personal needs analysis
- 2. Ability to undertake needs analysis through business profiling
- 3. Ability to segment markets
- 4. Ability to understand business development process
- 5.* Ability to commission needs analysis
- 6.* Ability to select and recruit participants

Developing appropriate programmes

- 7. Ability to develop range of programme typologies
- 8. Ability to use relevant environment
- 9. Ability to use existing materials and guides
- 10. Ability to lay out attractive programme brochures

Delivering Programmes effectively

- 11.* Ability to select good trainers
- 12. Ability to use invited speakers
- 13.* Ability to motivate trainers

Reaching the market

- 14. Ability to time and locate programmes effectively
- 15. Ability to market programmes effectively

Evaluation and control

- 16. Ability to assess, monitor and evaluate programmes
- 17. Ability to appraise trainers

** expanded upon in this section*

1. Ability to commission needs analysis

Organisers should understand what they seek from individual needs analysis, and business profiling needs and analysis, as described above. Indeed, they, or their staff, may be required to undertake such analysis as a basis for the development of training programmes. In this respect, they can use the Trainer competency checks numbers 1 and 2 above to assess their own capability and indeed, to assess the capability of trainers whom they employ for this purpose. In addition, they will need the competency to provide adequate briefing guidelines for those who undertake the analysis, and to set budgets and targets in terms of time and resources for such activities.

2. Ability to select and recruit programme participants

In general, the longer the course, the more the investment in the programme. The more that the programme is geared to the achievement of results, in terms of company performance, the more necessary it is to select and recruit carefully. Sound selection and recruitment is needed in all types of programmes if they are to be effective. There are a number of methods of programme selection which involve various amounts of resource. They are as follows:

Self Selection

this is by far the cheapest. What it really means is that it is made clear to those who receive the programme brochure, exactly for whom the programme is tailored, either in terms of the 'customer segments' identified above, or the problem or issue with which the programme deals. Thus, words to the effect that:

'This programme is particularly suitable for small companies under ten employees, currently interested in applying micro-processers to their basic accounting systems, particularly in retailing'

is a method of careful selection. Failure to do this leads many owner-managers to waste their time and their money on 'general programmes', which were not really designed for them and from which they receive very little benefit. Organisers, at times, find it difficult to build in self-selection procedures because they are concerned with maximising the numbers that

Notes

come on any particular programme, rather than with meeting the appropriate needs of every company attending. They are afraid that introducing selection criteria into the brochure, for example, will reduce the numbers and make the programme less viable.

Selection by problem

a parallel method of selection and recruitment is to identify clearly the specific areas to which the programme is addressed, and ask those who apply to set out their problems. Those who it is believed will not have their problems addressed, can then be informed and their time saved. Again, there are 'political' difficulties in practice in doing this, although it is highly desirable that in application forms space is left for owner-managers to write down any needs they would like discussed during the programme.

Selection and recruitment by workshops.

This is a useful approach where a programme is to be intensive or extensive over time. If this is the case, it is worthwhile to invite would-be participants to a briefing workshop which fully explains the purpose of the programme, so that they can themselves select better. This, as has been mentioned above, is also a way of selling the programme. For example, an organiser seeking to launch a programme to develop the export capability of small business (to be run one day every three weeks throughout the year), would be well advised to invite potential participants to an evening workshop. Here, the objectives of the programmes can be described in detail, and participants can appraise the credibility of the organisers and would-be trainers. At the same time, organisers and trainers can obtain feedback as to the appropriateness of their basic programme design and of its appeal.

Selection and recruitment by company visit.

This is a resource-intensive method of selecting companies for a programme. Again, it may be very worthwhile where the proposed programme is extensive and intensive. First companies may be asked to give an initial reaction as to what their particular problems and opportunities are, and how they relate to the suggested programme objectives. They may then be visited and appraised as to whether they will benefit from their programme, and as to whether the problems and opportunities are indeed real and relevant. As a result, the programme might be better tailored to the needs of client groups.

Notes

Selection and recruitment by completion of questionnaire. This is an appropriate approach for programmes for individuals about to set up a business. The questionnaire may be designed to give a view as to how enterprising they are, what their levels of motivation and commitment are, what levels of ability they already have, how well developed their idea is, and what resources they can bring to the business.

Selection by interview.
Where programmes for business start-ups are intensive, it may well be desirable to conduct interviews, probably on the basis of initial questionnaires, to help ensure that the proposed training investment is soundly made and the needs of the clients clearly known.

Additional organiser competency check 1

Organiser Ability to Select and Recruit Participants

	High			Low
	1	2	3	4
Ability to design programmes for self selection	☐	☐	☐	☐
Ability to design questionnaires for problem identification and analysis	☐	☐	☐	☐
Ability to organise and run evening selection workshops	☐	☐	☐	☐
Ability to conduct company appraisal visits for purpose of selection	☐	☐	☐	☐
Ability to design questionnaires for recruitment (of start-ups particularly)	☐	☐	☐	☐
Ability to develop instruments for interview selection and appraisal	☐	☐	☐	☐

Notes

3. Ability to select trainers

This is, perhaps, the most important task of the Organiser. A frequent mistake, because of pressure of time, is merely to find someone to take the training slot without due regard for their capability. Trainers should, therefore, be selected according to the overall Generic Competency Check (page 4). But, they should also be assessed in relation to the specific tasks they are being asked to perform. For example, (and as will be demonstrated later) a trainer being selected for purposes of running a pre-start programme, will need the Generic Competencies identified on page 4 but, in addition, will need familiarity with the pre-start-up process, with the needs of clients in this respect and of the barriers and opportunities that confront them.

Additional organiser competency check 2

Organiser Ability to Select Trainers

	High			Low
	1	2	3	4
Familarity with the generic training competencies required of trainers	☐	☐	☐	☐
Ability to assess trainers in relation to these competencies	☐	☐	☐	☐
Wide knowledge of potential trainers for different types of programmes	☐	☐	☐	☐
Ability to design methods for trainer performance assessment	☐	☐	☐	☐
Ability to develop specific competency assessments for particular programme typologies, for example, start-ups.	☐	☐	☐	☐

Notes

4. Ability to motivate trainers

Selecting and recruiting trainers is not enough. There must be the means to adequately motivate them to maximum performance. There are several key aspects of this in particular:

- Ensuring that trainers are adequately briefed about programme objectives, content etc.
- Ensuring that they are provided with adequate facilities and back-up technology
- Ensuring that programme administration is efficient and effective and minimises disruption to the trainer
- Ensuring that there is adequate feedback to trainers following their performance
- Ensuring that there are adequate financial rewards.

Frequently several of these key aspects are ignored. Trainers are brought in at short notice, with inadequate briefing. They are given little administrative support. The back-up technology in terms of slides, whiteboards or blackboards, flipcharts, spacing and layout, is not always there. They are given little secretarial support in preparation of their material. They are not clearly briefed on objectives. And they are poorly rewarded.

Notes

Additional organiser competency check 3

Additional Ability to Motivate Trainers

	High			Low
	1	2	3	4
Ability to clearly brief trainers re objectives of programmes	☐	☐	☐	☐
Ability to brief clearly as to specific requirements from trainer	☐	☐	☐	☐
Ability to clearly brief trainer about participants on the programme	☐	☐	☐	☐
Ability to provide adequate technical back-up, materials, overheads etc.	☐	☐	☐	☐
Ability to provide adequate secretarial and administrative support	☐	☐	☐	☐
Ability to organise pre-briefings	☐	☐	☐	☐
Ability to implement feedback assessments	☐	☐	☐	☐
Ability to provide adequate financial incentives	☐	☐	☐	☐

Notes

Conclusion

This Guide has focused on the Generic Competencies needed by Trainers and Organisers. It has provided checklists of competencies for each of the key competencies. Trainers and organisers can use these to identify their own strengths and weaknesses. It is recognised that organisers and trainers frequently have little time to meet all the requirements set out above. Yet, it can be argued, that only by meeting the above requirements will the organisation of small business training be professional throughout Europe, and the supply offer made more appropriate to the needs of the owner-manager.

The owner-manager using the above system of checklists will be able to assess his own capability for training the managers and supervisors of his own company. He should also become aware of what he/she should look for in training provision. And through the relevant associations, he/she should be arguing for greater professionalism and the development of capability along the Guidelines provided.

It is believed that the Generic Competencies of Trainers and Organisers in Europe fall somewhat short of those set out in this Guide. Even so, to meet these requirements is not enough. For, to teach or organise any specific programme requires additional competencies, which will be spelt out in detail for the three client groups representing the ultimate customers for trainers and organisers who use this Guide.

The basic principles outlined above are, therefore, applied to the Guides on pre-start-ups, start-ups, small businesses and 1992.

Notes

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'Training for small businesses in the European Community'

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of small business programmes
(Guides to competency in the design of effective training programmes)

Allan Gibb
Durham University Business School

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- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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AFRICA MELIS

Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

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1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

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Contents

The overall objectives 1
Overall trainer competency for stimulating pre-start-ups 3

1. Ability to segment the market 5
2. Ability to develop pre-start-up programmes for youth in schools 7
3. Ability to develop enterprise programmes for youth in vocational training 10
4. Ability to develop programmes for youth in employment 14
5. Ability to develop programmes to stimulate graduate enterprise 17
6. Ability to develop pre-start-up programmes for the population as a whole. 20
7. Ability to develop programmes for the unemployed 24

ANNEX 1
A. Pre-start-ups: Matrix to show details of programmes/ activities in EEC Member States

ANNEX 2
European 'Pre-start-up' Cases

The overall objectives

The overall target group is defined as:

those who do not have a firm and valid idea, are unsure of motivation and ability, and may or may not have the resources to start business.

There are four key success factors in establishing a business: the existence of a valid idea; the necessary ability to make it, do it and sell the product or service and 'manage' the business venture; the necessary motivation and commitment to carry the idea through onto the market and sustain it there; and the necessary physical and financial resources. There are probably very many people in the population who could, if they so wished, run a small business, although few would have the necessary ability and commitment to manage more sophisticated companies. Most governments in the Community would like to raise the number of business starts and in particular the number of business starts that are of high 'quality'. They recognize that small businesses are an important source of renewal of the economy and that the larger the pool, the more potential there may be for growth businesses to rise from this pool and challenge the existing business establishment, thus maintaining competition.

Rates of business start vary between the countries of the Community and within countries between regions and localities. As a general rule, it is evident that the stronger the existing local small business community, the higher the rate of business starts. Obviously certain regions and certain communities have a greater 'enterprise culture' than others. Enterprise culture can be defined as a set of values, beliefs and attitudes, in support of the view that the future can be better secured by independent individual effort than by working for larger corporations and institutions. When the nature of this 'culture' is explored in detail, it can be related to:

- The existence of numerous successful role images of local entrepreneurs in society which influence the aspirations of the population as a whole, and particularly those of young people.

- The existence of a network within the region or locality which has a great deal of understanding of small business and is highly sympathetic and supportive of it.

- An informal network of business persons, associations and contacts supporting each other.

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- The opportunity for many young people to work with, and in, small business during their formative years and to acquire experience and business knowledge by 'learning by doing'.

- The existence within the community of a norm of 'living with uncertainty' which, in turn, stimulates the enterprise, creativity, initiative-taking and planning to ensure survival. This becomes built into the family and local environment.

- A network system which provides a steady flow of business opportunities and ideas, and provides a clear understanding of how ideas are generated by customer need and can be developed into business propositions.

If the overall objective is to raise the number of people who aspire to start a business, then it is necessary to create the kind of culture described above. Forces supporting this culture will be operating 'naturally', to some degree, in every society but will be stronger in some regions and localities than others. The aim should be to build upon what already exists, strengthen it by training and education and monitor the results. Overall, the key objectives of the Trainers and Organisers of programmes in stimulating pre-start-ups should therefore be:

- to encourage greater **awareness** among the population of what entrepreneurship and small business means.

- to encourage greater **understanding** of enterprise among all levels of the population.

- to encourage greater **insight** into enterprise by enabling a wider range of the population to have some 'hands on' experience of working with, or dealing with small businesses.

- to encourage greater **motivation** to establish a small business and 'be independent'.

- to develop, as part of the above, greater awareness, understanding of and insight into the process by which consumer needs lead to business ideas and can lead on to business propositions and into business.

- to stimulate the process by which more ideas for businesses can be developed

- to raise the abilities of persons to respond to this challenge.

The precise ways in which these above objectives can be achieved will vary with different sections of the population.

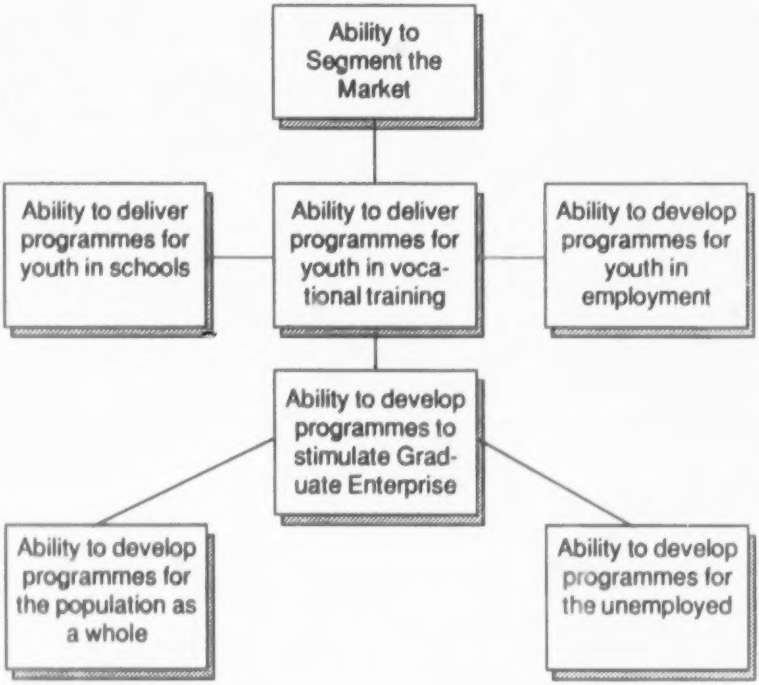
Notes

Overall trainer competency for stimulating pre-start-ups

In addition to the general competencies described in Guide 2, additional specific competencies are required relating to the characteristics of the various groups which may be influenced by pre-start-up programmes, as in Exhibit 2.1 below.

EXHIBIT 2.1

Framework of competencies for pre-start-up training


Ability to Segment the Market
Ability to deliver programmes for youth in schools
Ability to deliver programmes for youth in vocational training
Ability to develop programmes for youth in employment
Ability to develop programmes to stimulate Graduate Enterprise
Ability to develop programmes for the population as a whole
Ability to develop programmes for the unemployed

Notes

Overall trainer competency check for developing pre-start-up programmes

	High			Low
	1	2	3	4
1. Ability to segment the market	☐	☐	☐	☐
2. Ability to develop programmes for youth in school	☐	☐	☐	☐
3. Ability to develop programmes for youth in vocational training	☐	☐	☐	☐
4. Ability to develop programmes for youth in employment	☐	☐	☐	☐
5. Ability to develop programmes for stimulating Graduate Enterprise	☐	☐	☐	☐
6. Ability to develop programmes for population as a whole	☐	☐	☐	☐
7. Ability to develop programmes for the unemployed	☐	☐	☐	☐

Notes

1. Ability to segment the market

The 'market' for pre-start-up training can be segmented by age groups including:

- Those at school, (primary or secondary).
- Those in vocational education and training institutions.
- Youth, who have left school, and are involved in on-the-job or off-the-job training in industry and commerce.
- Those who are in institutions of higher education (polytechnics, technological institutes, universities).
- Those who are already in the labour market, as employees.
- Those who are unemployed or not registered for employment.

Within each of these broad groups there are further groups who may have different needs. Within the schools system, for example, those with different abilities and ambitions will have different needs. Within the vocational training sector there are a wide variety of different craft and trade programmes, each of which may have different potential for the teaching of small business as part of the vocational curricula. The needs of hairdressers, for example, will vary from those of electricians: those of plumbers from those working in information technology. In respect of youth receiving on-, at-, or off-the-job training within companies, the potential for increasing their enterprising ability within the context of the existing company programme will vary.

For those in higher education, the scope for enterprise education and training will vary between the sciences and the arts. And there will be different opportunities for linking students with small and medium companies at different stages of their study programme.

The population as a whole can be segmented in a wide variety of ways. There are those, for example, within the research departments of universities who need to be made aware of the potential for converting their research ideas into businesses. There are managers within large companies, who can identify opportunities which are not taken up by their own firms and who need to be motivated to set up their own independent business. There are inventors, who need to be encouraged to develop their inventions into a business. And there are large numbers of workers in craft trades who could set up for themselves. And there will be different groups, such as women and ethnic minorities, who face distinctive barriers for cultural reasons.

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The unemployed are also by no means an homogeneous group. There are those with managerial and supervisory backgrounds, who have a different potential from those who are skilled workers. The older unemployed have different problems from the young. Those who have been unemployed for a long time have different problems from those who have only recently been made redundant. Those who have experience of working in small and medium enterprises before, will have greater prospects than whose who have worked all their lives in large firms.

Pre-start-up trainer competency check 1

Ability to Segment the Market

	High			Low
	1	2	3	4
Awareness of overall potential for segmenting the market	☐	☐	☐	☐
Awareness of potential for segmentation within schools market	☐	☐	☐	☐
Awareness of potential for segmentation within vocational market	☐	☐	☐	☐
Awareness of potential for segmentation within youth industrial training market	☐	☐	☐	☐
Awareness of potential for segmentation within graduate market	☐	☐	☐	☐
Awareness of potential for segmentation within population as a whole	☐	☐	☐	☐
Awareness of potential for segmentation in respect of cultural minorities	☐	☐	☐	☐
Awareness of potential for segmentation among unemployed	☐	☐	☐	☐

For each of the groups identified above there will be different learning needs, different programme opportunities, different existing programme models, different approaches needed by the trainer, different potential for materials development, different environments to work with and different ways of reaching the potential consumer with the programme.

Notes

2. Ability to develop pre-start-up programmes for youth in schools

There is growing recognition throughout the Community of the need to encourage the 'spirit of enterprise' among youth at school. This means having young people who are more: creative; analytical; capable of taking greater initiative; more independent; better at leadership; better at communicating, persuading and negotiating; and with higher levels of achievement motivation. There is also a recognised need to provide young people with greater understanding of business and in particular of entrepreneurship and small business. And it is thought that these elements of enterprise education can be introduced for a wide variety of young people, including even those in primary education.

There are numerous barriers to achieving these goals including: the values and attitudes of the teaching profession and of educationalists in general; the lack of understanding of what constitutes enterprise and its links with educational goals; the division of the school curricula into its traditional teaching subjects; the existence of a strong examination philosophy in these subjects; the lack of understanding of enterprise of universities and institutes of higher education who, in effect, dictate many of the examination goals of the school system; the lack of enterprise and small business in teacher education and training; and generally, the lack of awareness and understanding of, and insight into small business by those who dictate and teach the curriculum in schools.

Nevertheless, opportunities exist to teach children in a more enterprising manner as defined earlier, to develop programmes of awareness and understanding of small business and to give them greater opportunity to link with and visit small companies. To achieve these goals, teachers and educationalists need to understand better the link between the objectives of enterprise education and of education in general. Few educationalists would argue with the need to develop more enterprising young people in schools as defined above. They also need to be given greater awareness and understanding of small business and how it might be used as a means for the teaching and development of enterprise in young people.

The programme opportunities therefore are:

- programmes to help teachers teach more enterprisingly within their existing curriculum (changing the process by education)
- programmes to provide greater awareness and understanding of small business, enabling teachers to design 'appreciation' programmes

Notes

- and programmes and activities to allow pupils greater access to small business, including periods of working with small business.

There are a limited number of such programmes existing across Europe. Perhaps the most developed of these are in the UK, one or two of which are described below. These programmes seek to provide simulations of small business with associated materials which can be used for teacher training. This kind of programme can be introduced into a wide variety of different curricula activities in the school and cover a wide range of ability and age groups. The programmes vary in the degree to which they encourage children to set up and run their own business over a period of time within the school. There are, however, a range of programmes which deal more directly with the setting up of a company and involve teaching by industrialists. This type of programme usually aims at older children in the 16-18 age group and is similar to the Junior Achievement programmes in the United States. Various materials have been developed to assist teachers, in establishing such programmes and there are training programmes for teachers designed to motivate them to introduce small business and enterprise training into their schools.

These programmes are usually located within the school, although they may extend into the vacation and may involve school visits to companies or time outside the school spent on market research. They usually involve industrialists and bankers visiting schools and indeed being involved in teaching.

Such programmes can involve teachers linking with a network of educational advisers, local education authorities, national education authorities, parents, management boards of schools, and employers. They also need to have some means of assessment if they are to be taken seriously by examining boards and by further and higher education institutions.

The ultimate 'customer' is the young person in the school. He/she can only be reached, however, through the teacher. Reaching the market, therefore, means reaching the teacher and possibly also 'selling' the programme and associated activities to education authority advisers and the wider network mentioned above. Such a marketing exercise will be easier if the network is involved in joint production and development of such materials. Almost certainly, however, teacher workshops will be needed to market materials and approaches within the schools.

Notes

Pre-start-up trainer competency check 2

Ability to Develop Pre-Start-Up Programmes for Youth in Schools

	High			Low
	1	2	3	4
Awareness of the distinction between enterprise education and small business training	☐	☐	☐	☐
Awareness of the links between enterprise training and educational goals	☐	☐	☐	☐
Knowledge of, and ability to develop, materials for enterprise education in schools	☐	☐	☐	☐
Ability to run training programmes for teachers in schools	☐	☐	☐	☐
Ability to liaise and develop understanding of the relevant network environment in education	☐	☐	☐	☐
Ability to market programmes effectively with teachers, advisers etc	☐	☐	☐	☐
Ability to write own materials where necessary	☐	☐	☐	☐
Wide range of contacts with small businesses as potential invitees to teach on programmes	☐	☐	☐	☐

Notes

3. Ability to develop enterprise programmes for youth in vocational training

There are a wide variety of college vocational training courses for youth throughout the Community. Large numbers of young people attend a variety of apprenticeship programmes at the college level. In many of these programmes there are already substantial inputs of business education, not necessarily geared to small business and not necessarily delivered in an enterprising fashion. The programmes are often tied in to certification processes which, in turn, are linked with traditional industry associations, guilds and examining organisations.

Large numbers of young people undertaking these programmes end up running their own businesses, usually after a period working for someone else. In preparation for this ultimate career step, there is a substantial need for development within the existing programmes of awareness, understanding and insight into small and medium business. By the very nature of a system which frequently links with companies, there is already ample opportunity for placement in small and medium firms as part of the training. There are major barriers to the wider introduction of pre-start-up training in vocational courses and there is a need to develop such training within the specific industry context of these courses. Many of the existing business studies programmes which are taught are 'appreciation' programmes, giving little insight into small business management. They are run in a traditional manner, with very little attempt to create enterprising learning situations as identified above. And the fact that many of these programmes have been certificated for years means that the curriculum is difficult to change.

It can be argued that, as with enterprise in schools, the main needs are:

- To encourage the development of enterprising attributes in those undertaking vocational programmes.
- To bring into these programmes elements of awareness of small business management
- To bring deeper knowledge and understanding of the small business so that levels of appreciation are raised.
- To provide mechanisms for gaining insight into small business by working with, and alongside small companies.

Notes

- To encourage the development of insight into the small business start-up process, and in particular, how ideas are developed into business.

- To provide motivational role models, particularly of young people, who have succeeded in setting up their own business.

To meet these goals will involve training existing teachers in vocational education so that: they understand the different programmes that might be developed to meet the above objectives; they are trained and motivated to develop them; and they are given incentives to build them into the curriculum of specific vocational programmes. It also means selling the concept to a wide variety of industrial and commercial associations, as well as those public bodies who set vocational training standards and examinations.

Key Components of Programmes might include:

- **'Enterprising skills'** programmes, including exercises in creativity, lateral thinking, problem-solving, leadership exercises, achievement motivation, negotiation exercises, presentation skills and initiative taking.

- **'Awareness'** programmes, including presentations by role models of existing owner-managers, particularly young managers; personal awareness profiling- comparisons with profiles of the self-employed; sources of business ideas and how these are converted into businesses; analysis of motivations of the small business owner-managers and their job satisfactions; and the basics of setting up a business.

- **'Understanding'** programmes, including: the process of getting into business from raw idea through to valid idea to scale of operation, negotiation for resources and birth; understanding of motivations and satisfactions of owner-managers and their necessary abilities; understanding how small businesses meet the needs in the market; understanding of the role of small business in society economically and socially; basic understanding of management of small business; and understanding of the small business support environment.

- **'Insight'** programmes, including: simulation exercises of the establishment of small businesses; idea generation and evaluation exercises; undertaking projects in existing small firms; working, wherever possible, alongside owner-managers; and interviewing entrepreneurs.

Notes

- **'Developing motivation'** programmes, including: achievement motivation training; exercises on evaluation of business ideas; exercises in conversion of raw business ideas into valid business ideas; exercises on business plan development; exercises on market research and customer needs analysis; exercises on cash flow projects and profit and loss forecasting; exercises on business proposal presentation; creation of awareness of all statutory requirements in order to get into business; personal appraisal exercises comparing self with owner-manager profiles; and exercises with existing owner-managers who have recently started.

It is evident that a great deal of methodology media of conventional business studies programmes teaching in vocational training institutes is not highly enterprising. This limits not only the amount of 'hands on' experience young people can obtain, but also the degree of excitement involved in learning. All business programmes for vocational training require enterprising approaches including liberal amounts of: action learning; independent and group exercises; company visits and 'real time' projects; working in groups without teacher supervision; meeting with the real world customers and interviewing them; exercises in presentation of plans, projects, negotiation exercises etc. A great deal of the business knowledge can be taught by demonstration and practice, thus developing insight into the use of knowledge.

Given the usually specific nature of vocational training in preparing youth for a career in a particular industry branch then, materials and examples will need to be industry-specific. There are already materials available in many of the EEC countries which provide exemplars of the various types of programmes identified above, some of which are noted.

Enterprise programmes for vocational training will need to be developed within the frameworks of existing programme activity. This means networking, not only with teachers in vocational institutions, but also with associations which set examination requirements and assess and accredit results. The nature and scope for such interaction will vary in different countries of the Community. But it is unlikely that vocational small business and enterprise programmes can be developed independently of the organisations which presently control vocational education. These organisations will also be the key channels for marketing any programme.

Notes

Pre-start-up trainer competency check 3

Ability to Develop Enterprise Programmes for Youth in Vocational Training

	High			Low
	1	2	3	4
Awareness of existing vocational programmes	☐	☐	☐	☐
Familiarity with institutions and networks setting standards for such programmes	☐	☐	☐	☐
Awareness of the degree to which existing programmes embrace enterprise in small business	☐	☐	☐	☐
Ability to develop awareness, understanding, insight and motivation programmes for vocational training	☐	☐	☐	☐
Awareness of existing materials for such programmes	☐	☐	☐	☐
Ability to develop new materials where relevant	☐	☐	☐	☐
Ability to negotiate with relevant influential bodies	☐	☐	☐	☐
Ability to market programmes through existing network supplying vocational training	☐	☐	☐	☐
Ability to develop teacher training programmes	☐	☐	☐	☐

Notes

4. Ability to develop programmes for youth in employment

Most of the young people in the Community are involved in on-the-job, at-the-job or off-the-job training programmes. Many of these are carried out by small companies. And simply by involvement with a small firm, an element of motivation towards an understanding of small businesses is achieved. Many large firms are, however, interested in developing the enterprise capabilities of their young employees (in the broader sense defined above). There are major problems in introducing elements of enterprise and small business into large or small company programmes, which include:

- the fact that most programmes are company-specific and usually have as a prime aim the development of the necessary skills for employees to carry out their basic tasks adequately; in small firms there are few, if any, training officers to work with, and provide guidance for, enterprise training

- in larger companies, most youth training is carried out by instructors who do not necessarily have substantial understanding of enterprise, and frequently use approaches which are traditionally 'discipline- oriented' and therefore somewhat anti-entrepreneurial.

A major opportunity, however, lies in the current interest in developing more enterprising approaches to work and, therefore, more enterprising individuals. There is a need to develop a better understanding of the need to encourage employee capability to operate enterprisingly within the work environment, and to understand how the business, within which they work, operates. There are also particular learning needs of intermediaries (the instructors) who will need to learn how to take more enterprising approaches to training.

Opportunities for developing enterprise in youth training need to be carefully negotiated. They usually need to be industry-specific and therefore, will need to be negotiated with industrial trade associations and/or relevant government organisations. They will need to be bespoke in terms of individual company needs, yet flexible for adaptation to different circumstances. Particular opportunities therefore are:

- Programmes to develop understanding of the company through enterprise, using a simulation of the business as with any small business enterprise programmes. This will allow components of: personal awareness and development; awareness of how products must meet customer needs (in the particular company);

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projects to understand the nature of how the business responds to customer needs and to develop understanding of some of the business systems within which they, the workers, must operate; and some simple awareness, through simulation, 'of business planning'.

- Programmes concerned directly with stimulating the development of enterprising attributes, for example: achievement motivation training; creativity training; analytical skills training; interpersonal skills and personal skills training.

There are a number of existing programmes of enterprise skills training available. And there have been experiments, particularly in the U.K., aimed at encouraging enterprise training within company training programmes for youth. These, however, have had a mixed reception. The onus in general, will be on the company trainer to develop industry and company-specific material. This may be easier where nationwide standard formats for youth training and industry exist, for example, within the Youth Training Scheme of the U.K. It will be more difficult where arrangements vary widely between region and industry sector.

The main environmental issue is that of ensuring that any programme is jointly developed with the personnel and training staff within the company and industry, so that a degree of ownership is given to the firm and the industry sector. Aside from statutory obligation, this is perhaps also the only reasonable marketing strategy.

Notes

Pre-start-up training competency check 4

Ability to Develop Programmes for Youth in Employment

	High			Low
	1	2	3	4
Ability to deliver enterprise skills programmes over a range of competencies, for example, achievement, motivation, creativity etc.	☐	☐	☐	☐
Awareness of existing industry/company arrangements for youth training	☐	☐	☐	☐
Ability to design industry and company-specific enterprise material	☐	☐	☐	☐
Ability to undertake joint ventures with industry and company training personnel	☐	☐	☐	☐
Ability to train industry/company instructors	☐	☐	☐	☐

Notes

5. Ability to develop programmes to stimulate graduate enterprise

In the long run, the quality of the small business sector is substantially a function of the ambition and quality of those who establish small businesses. It is, therefore, not surprising that there is concern within the Community to stimulate graduates to start their own company. There has been a growth of programmes designed for this purpose. Most of these have been developed as part of the M.B.A. programme of Business Schools. And enterprise and small business now takes its place within the curriculum of Business Studies Programmes in very many institutions throughout Europe. It is yet, however, to spread to higher education institutions at large and across the conventional higher education curricula of Arts and Science. There are, however, plans to systematically develop enterprise in the university curricula in the U.K. And there are many programmes concerned with graduate transition to work in small firms.

There are major problems in introducing enterprise and small business training into higher education institutions outside of those concerned directly with management and business studies. Most of the curriculum of higher education institutions of the university type throughout the Community is highly academic. Even in institutions such as polytechnics, which are more practical, there is often narrow focus upon particular fields of study, for example, engineering, language, and so on. The value systems of many of those who teach in higher education institutions are unlikely to lend themselves easily to the injection of enterprise or small business into the curriculum. The major opportunities therefore are likely to lie in programmes that are additions to the curriculum, either in the evenings, at weekends, in vacations, or after graduation. A further problem is that graduates themselves may have little awareness, understanding of, or insight into the small business and therefore, little interest in it as a career or subject option. Careers advisory services in many higher education institutions, are biased towards careers in public institutions, the professions and large firms, as is the network of staff, parents, advisors who influence the interests and aspirations of the graduate. The student is likely to see small businesses as being in the informal market, giving little access to training, giving little opportunity for career enhancement, giving inadequate training and/or qualification, being difficult to use as a stepping stone to other jobs, and offering low salaries.

Notes

Pre-start-up programme opportunities therefore include:

- the development of enterprise skills training modules that might be incorporated into the curriculum of higher educational institutes
- the development of teacher training programmes, aimed at introducing more enterprising methods into the process of teaching in higher education
- the introduction of vacation programmes designed to provide insight into, and role models of, small and medium businesses as well as vacational work experience
- vacation programmes to develop motivation, interest in the process of business idea generation, of working up an idea and an understanding of what makes a successful small business
- development of post-graduate enterprise programmes, aimed at stimulating graduates with very raw ideas to develop them into business
- graduate placement programmes, aimed at linking graduates with small businesses as a means of increasing their awareness and understanding of small business, and their ultimate motivation to work for a small firm or set up their own company.

Various materials are available on enterprise skills training suitable for graduate adaptation. Materials are also available on how to develop ideas generation programmes, business start-up programmes for graduates, small business experience programmes for graduates and vacation experience programmes. And from 1989, materials and programmes will be available in the U.K., relating to the training of higher education staff in enterprise skills and enterprising ways of teaching.

If such programmes are to be introduced in higher education, then the environmental network which influences student aspirations and indeed, dictates the terms under which students learn, itself needs to be influenced. This network includes members of staff of higher education institutions, careers advisory organisations, parents, student industrial societies and potential employers, both large and small.

Notes

Pre-start-up trainer competency check 5

Ability to Develop Programmes for Graduate Enterprise

	High			Low
	1	2	3	4
Ability to develop enterprise skills training modules for students	☐	☐	☐	☐
Ability to develop enterprise teacher training programmes for higher education staff	☐	☐	☐	☐
Ability to run evening or weekend awareness programmes	☐	☐	☐	☐
Ability to run idea generation programmes	☐	☐	☐	☐
Ability to run vacational experience programmes	☐	☐	☐	☐
Ability to run vacation idea generation and validation programmes	☐	☐	☐	☐
Ability to develop post-graduate small business linkage programmes	☐	☐	☐	☐
Ability to develop post-graduate enterprise programmes for those wishing to validate ideas	☐	☐	☐	☐
Ability to market the enterprise concept with the network which influences graduate aspirations	☐	☐	☐	☐
Ability to identify role models of recent graduates established in business	☐	☐	☐	☐
Ability to link graduates effectively with the whole environment for small business development	☐	☐	☐	☐

Notes

6. Ability to develop pre-start-up programmes for the population as a whole

These programmes can be of two kinds: those aimed indiscriminarely at all of the population; and those aimed at segmenting for different groups, by age (for example special programmes for youth or retirees); by sex, by social status e.g. for women; by ethnic minority groups; by present job and status (for example managers in large companies); by nature of job (research scientists, university staff, inventors).

There are a large number of programmes across Europe, aimed at stimulating interest in the starting of small business. There is a wide variety of pamphlets and booklets published by bankers, accountants, consultant groups and educational institutions. There are many video and T.V. programmes and a number of personal profile checklists for 'self-analysis for entrepreneurship'. There are a variety of one-day or evening seminars aimed at arousing interest. The objective of most training programmes for pre-start-up can be divided into:

- raising motivation and awareness of the potential for running one's own business
- guiding those interested on how to find a business idea and how to develop it
- programmes for those who feel that they have the germ of an idea and wish to develop it more fully.

The most common format is the one day programme open to anyone who wishes to attend, i.e. the population as a whole. This might commonly include: presentations from existing entrepreneurs; presentations on how they found their business idea and how they developed it; guides to what constitutes a valid business and the rewards that may, or may not follow; and introductions to the relevant environment. Longer programmes can be designed to encourage understanding of how to find a business idea, how to brainstorm to find ideas, and how to validate these ideas. Longer programmes are also needed to concentrate upon the process of self-assessment and self-awareness for entrepreneurship and the development of achievement motivation. Achievement motivation programmes aim to acquaint participants with the characteristics of the entrepreneur, provide mechanisms for them to assess their own personality characteristics in this respect, and then seek to develop these so that they have the 'right' characteristics.

Notes

Targeted programmes may be aimed at specific segments of the population. Examples include:

- programmes on 'buy-outs', aimed at managers already in large companies who may wish to move out with part of the company business
- programmes aimed at stimulating large company managers to identify opportunities for developing their own business
- special programmes for women, which emphasise the particular difficulties they face in establishing businesses and ways of overcoming these
- programmes aimed at ethnic minorities, dealing with the specific problems they face such as, raising finance, dealing with customers, taking advantage of/or coping with issues arising from basic cultural differences

There are very many materials available for such programmes. Generally these contain one or more of the following:

- stimulation of motivation towards self-employment, including achievement motivation training
- developing understanding of what makes a viable business idea and how to validate ideas
- developing ability to find ideas and generate them
- increasing understanding of what abilities are necessary to run a business
- providing awareness of role images of persons as business owners, aimed at breaking down barriers of self-perception
- improving understanding of the rewards and risks to all new businesses
- developing self-awareness and self-analysis
- programmes to stimulate enterprising attributes
- developing understanding of what makes a successful business
- improving understanding of the relationship between business and family

Notes

- improve understanding of who can help in the process of idea and business development

In order to cover the wide variety of potential programmes for pre-start-up with the population as a whole, the trainer will need contacts with a very wide network. This will enable joint programmes to be run with a variety of organisations, such as chambers of commerce, productivity associations, trade associations, educational institutions, business development institutions, public and private etc. Moreover, the trainer will need sound links with representatives of ethnic minorities, womens associations, youth associations and with organisations concerned with the protection of intellectual property rights, such as patents offices and licensing authorities.

Notes

Pre-start-up trainer competency check 6

Ability to Develop Programmes for the Population as a Whole

	High			Low
	1	2	3	4
Understanding of different ways of segmenting markets	☐	☐	☐	☐
Understanding of particular problems of youth and business start-up	☐	☐	☐	☐
Understanding of particular problems of women, pre-start	☐	☐	☐	☐
Understanding of particular problems of ethnic minority groups pre-start	☐	☐	☐	☐
Ability to run self-assessment workshops	☐	☐	☐	☐
Ability to run ideas generation workshops	☐	☐	☐	☐
Ability to run achievement motivation training	☐	☐	☐	☐
Contacts with persons able to provide adequate role images and make presentations	☐	☐	☐	☐
Knowledge of sources of new ideas and locations	☐	☐	☐	☐
Ability to run enterprise skill and competency training programmes	☐	☐	☐	☐
Awareness of specific problems of large company managers leaving to set up business	☐	☐	☐	☐
Ability to understand management buy-outs	☐	☐	☐	☐
Ability to understand paticular problems of research scientists and university staff moving out of their institutions into self-employment	☐	☐	☐	☐
Familiarity with problems of patent protection and licensing arrangements	☐	☐	☐	☐
Familiarity with licensing and data banks	☐	☐	☐	☐

Notes

7. Ability to develop programmes for the unemployed

The unemployed cover a wide range of persons and can be segmented in a number of ways including:

- by length of unemployment
- by age
- by skill and experience
- by resource availability

Those who are unemployed do not necessarily make the best entrepreneurs. Nevertheless, it is the pressure of unemployment that often leads to greater urgency for self-help and interest in self-employment. Thus, the obligation is there for the trainer and the organiser to provide those unemployed with an awareness of their potential for becoming self-employed, for using their skills to this purpose, and being clearly aware of the consequences. In taking these opportunities, the trainer should be aware of a number of particular problems, including: the demotivational effect of becoming unemployed; the loss of self-confidence; the loss of personal contact networks for rehabilitation; frequently, the lack of financial resources; and the growth of dependency.

Some of these factors will vary with the length of unemployment, with the previous status and resources of the unemployed person and with age. For example, the young unemployed are likely to have no experience, no contacts, little awareness of employment options, far fewer links with sources of ideas, and very limited financial and physical resources. On the other hand, they have little to lose by seeking to help themselves through self-employment and possibly fewer family and other obligations. The unemployed manager who has previously worked in a large company, will bring with him: experience of large companies and systems; possibly some previous management training; some contacts; and will be used to dealing with people. But on the other hand, he/she will probably have little experience of going it alone, will have family ties and obligations and may be tied in with certain pension and other capital maintenance and development schemes.

While bearing these special factors in mind, many of the needs of this group will be similar to those of the population as a whole. There will be a need to develop self-awareness; understanding of what constitutes a viable business idea; how existing skill might make business; and understanding of what abilities are necessary to run a business.

Notes

In the first instance, however, participants may need specialist self-confidence building programmes and achievement motivation programmes designed to counter the effects of unemployment. There are a number of schemes in Europe which seek to help the unemployed financially and convert their unemployment benefit into the basic 'salary' while they set up business. And there are a number of associated training programmes. Chief among these are:

- awareness days, aimed at enabling the unemployed to understand what it is like to be in small business, to assess themselves, to be aware of how their skill might make a business and to understand who can help them in the process. These programmes are usually of short duration, one or two days or evenings.

- a variety of youth programmes, aimed at encouraging unemployed youth to work on community projects, which as a by-product, aim at increasing enterprise skills and the feeling of independance and ability to 'self-help'.

- mechanisms for introducing the unemployed to potential business ideas.

- programmes to help them raise basic skills, with a view to using the skills as a means of earning a living independently.

- programmes to link the unemployed, particularly unemployed managers, with small businesses so that they gain some insight into the small business and as a result may develop the capability and potential to set up their own company. Examples of these programmes are noted below.

Associated with these programmes are a variety of materials.

In providing programmes for the unemployed, the trainer will need to link with many institutions whose primary task is to service unemployed persons, including: social security payments institutions; job search organisations; community project organisations; social welfare and benefit organisations; skills retraining units etc. It will be important for the trainers to set up joint ventures with the personnel of these institutions.

Notes

Pre-start-up trainer competency check 7

Ability to Develop Programmes for the Unemployed

	High			Low
	1	2	3	4
Awareness of differences in problems of different groups of unemployed persons	☐	☐	☐	☐
Ability to run programmes to build up self-confidence	☐	☐	☐	☐
Ability to run programmes to inculcate motivation to achieve	☐	☐	☐	☐
Ability to run programmes to explore the relevance of personal skills for self-employment	☐	☐	☐	☐
Ability to provide an overview of the necessary components of successful small business	☐	☐	☐	☐
Ability to link effectively with all social and other services for the unemployed and to run joint programmes with them	☐	☐	☐	☐
Ability to counsel the unemployed individually and collectively	☐	☐	☐	☐
Ability to introduce the unemployed to sources of ideas for self-help	☐	☐	☐	☐
Awareness of all sources of financial assistance available under governmental and other schemes	☐	☐	☐	☐

Notes

ANNEX 1

Pre-start-up

Matrix to show details of programmes/activities in EEC member states

A. PRE-START-UPS : MATRIX TO SHOW DETAILS OF PROGRAMMES/ACTIVITIES IN EEC MEMBER STATES

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
Belgium 1.	Project Managers for small businesses a) SB Manager Programme b) SB Problem-solver programme	Unemployed/ facing unemployment	NEO Ministry of Employment	NEO-vocational/educational centres	"Practitioners as teachers" Educational system used–part-time apprenticeship in SB(field-work)	National	a)4 weeks theory 10 weeks field-work & evaluation b)5/6 months fieldwork	a) 4 months b) 5/6 months	Part-time	2	364 (French speaking) No figures available for Flemish speaking community	Medium	Yes
2. (Open to other categories as well e.g. start-ups)	Institute for permanent training & education	Youth	Regional Govt. of the Flemish & French speaking communties,with occasional contributions from private sector	Vocational Centres	"Practitioners as Teachers"	National	Apprenticeships: 5 days per week (4 with practitioner & at vocational centre) Entrepreneurship education:128 hours per year	Apprenticeships: 3 years (occ.4) Entrepreneurship education: 3 years	Apprenticeships: part-time Entrepreneurship education: part-time	Annual intake	1987: Apprenticeships 23443 Entrepreneurship education: 16690	Medium	Yes
3. (Open)	Seminars, Lectures,workshops,guidance, consultation	All	Interprofessional Organisations,banks, private businesses, chambers of commerce	Practitioners, Chambers, educational sector	Specialists able to link theory and practice	National	Varies	Varies	Part-time	Varies	Varies	Medium	Yes
Denmark 1.	Scholarship Scheme	Research scientists/ innovators	Ministry of Industry	-	-	National		The scholarship scheme enables the entrepreneur to disengage him /herself entirely from employment for up to 24 months	Full-time	10/15 scholarships available annually	10-20 per year	High	-

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
2.	Entrepreneur Courses	Youth in vocational education	Ministry of Education	Commercial & technical schools	-	National	30 evenings	30 weeks	Part-time	New programme in Autumn 1987	-	-	-
3.	Entrepreneur Courses for Unemployed	Unemployed	Ministry of Education	Commercial Schools	-	National	10 weeks	10 weeks	Full-time	8	160	Low	-
4.	Entrepreneur Courses for Unemployed	Unemployed	Ministry of Education	Technical Schools	-	National	20 weeks	20 weeks	Full-time	1988:15 courses at 7 schools	300	Low	-
5.	Pilot modules for Entrepreneur teaching in primary schools	Youth (Primary school pupils)	Education	Primary Schools	-	Regional	-	1 to 3 years	Part-time	Pilot programmes running from 87-89 in 3 schools in 3 cities	80-100	Low	-
6. (Open)	The Start-up Scheme	Persons starting a production company or a technology-based firm	Ministry of Industry	The 2 Technology Institutes	-	National	-	Up to 4 years	Part-time	-	600	All	
7. (Open)	Campaign Activities for Entrepreneurs	All who want to know more about the possibility of starting a new business	Ministry of Industry	-	-	National	3/4 hours per attendance	1 year	Part-time	40	800	-	-
8. (Open)	The Entrepreneur Group in the County of Aarhus	Unemployed women	County of Aarhus	-	-	Regional	Various	-	Full & part-time	-	600	Low	-

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
France (open also to start-ups)	'SACE' Training support for starters	Unemployed and the population as a whole	Local Government Chamber of Craft National Agency for Employment (ANPE)	ANPE	Specially trained ANPE agents	In certain regions only (near Paris)	5 step programme 1/2 day information 1/2 day screening 2 days initiation 9 day session working in projects(individual) 250 hours management sessions		Full-time	50	-	High	Teaching kit available 70% start a business
Majeure Entrepreneur	Youth undergrads and Higher Education	-	Haute Etudes Conversiales (HEC) Business School in Paris	HEC Teachers	Certain regions only		9 months	Over Business School Year	Full-time	2	40 students at HEC	High	Cases careful student selection
Ireland I.	Business Studies	3rd/4th year undergraduates	National Institute for Higher Education Limerick	College Staff	-	Regional	Part of 3rd & 4th year course	1-2 years	Part-time	I	100/120	Medium	No
2.	Product Development Programme	Youth (Vocational)	College of Technology, Bolton Street,Dublin I.	College Staff	-	Regional	-	12 months	Full-time	2	30	Low	No
Italy 1.	Impara a Intraprendre	5th yr.students at 10 Italian Technical Institutes	ISFOL	Institute Staff	-	National	-	1 year	Part-time	10	200		-

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
Netherlands													
1.	Starters Orientation Days	Population as a whole	Chambers of Commerce Regional Institutes for SME's	-	-	National	2 days	2 days	Full-time	Numerous	-	-	-
2.	Orientation on Entrepreneurship	Students at senior levels of secondary school	Ministry of Economic Affairs Ministry of Social Affairs & Employment	COA Rijnmond	-	National	-	-	-	-	-	High	Study material & teacher's guide
3.	Orientation course "Own Companies"	Women who want to start up their own business	Various ministries & local authorities	Women & Workshops	Women teachers	National	3-5 days	several months	Part-time	8	-	High	Special model for trainers available
4. (Open)	Courses for Entrepreneural Education	Employers in industry wanting to start their own business	Ministry of Economic Affairs Ministry of Education & Sc.	Foundation for branch-specific courses for entrepreneurial education	People with specialised knowledge & with entrepreneurial know-how	National	Varies	-	Part-time	Numerous	-	-	-
5. (Open)	You attain more with your own business	Women	Regional authorities	Women Counsel NCOV	Experts in Entrepreneurship	National	2 days	2 days	Full-time	5-10	150	-	-
Portugal													
I.	Integrated Training of Young Entrepreneurs & innovative "cadres"	Young graduates and finalists	European Social Fund Portuguese Government	AIP/COPRAI	Management experience, pedagogic exp. knowledge of new technologies	Regional	770 hours	7 months	Full-time	1-2	15	Medium	Business games. New technologies
2.	Training & support to young entrepreneurs	18-25 years with at least 10 yrs schooling	IAPMEI European Social Fund	Subcontracted consultants under the guidance of IAPMEI	Technical & pedagogic abilities	National	80 days	4-5 months	Full-time	I	120	High	Comprehensive selection

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
3.	Feasibility study & new enterprise value	General	Banco de Fomento Nacional EFTA Fund	IPE/CIFAG	Management & start-up experience	Regional	3 days	3 days	Full-time	1	20	High	New material
Spain	Basic Company Management	Young sons and daughters of SME owners and with minimum education and grade 2 professional training	Spanish Business Confederation Spanish Confederation of SME's	Regional Confederations	-	Run in certain regions only	700 hours over 175 afternoons	Run over 2 years	Part-time	4	90 per annum in Madrid	Moderate	Cases and documentation available
U.K.	Mini Enterprise in Schools(MESP)	School Children	Department of Trade & Industry National Westminster Bank	Delivered through 5 key institutions throughout the UK with centre at Warwick Univ.	Aimed at facilitating enterprising approaches by teachers in schools. Teacher training involved	National (but not in Scotland)	Varied length of programmes from day workshops to 5 or 6 day teacher training	Varying periods depending upon activity	Part-time	Widely varied activities which are provided according to demand	Impossible to say	High	Varied materials inc. Enterprise manual & Guide to Assessment & Accreditation
	Going for Enterprise	School Children	British Steel Industry	Co-ordinators in 4 regions of the country supported by Durham University Business School	Co-ordinators are former or practicing teachers	concentrated in former areas of steel closure	Varies from in-school support to 1 day or several day training workshops	2 year programme in the first instance	Co-ordinates part-time	Estimated at several hundred schools		High	DUBS Enterprise materials for 14-16 & 16-19 year olds
	Shell Technology Enterprise Programme(STEP)	University Undergraduates	Shell U.K.Ltd. Dept. of Emp.	Enterprise Agencies Dept. of Trade & Industry	Trainer is facilitated and throughout U.K. company project	Part-National has to find	6 - 8 weeks	Summer vacation	Full-time	1	180 students matched with 180 SME's		Guidelines & Evaluations
	Young Enterprise	School Children	Private Sector (wide range of sponsors)	7 regional directors & 130 Area Boards	External advisers used to help school set up company	National	Company set-up to run over 1 academic year	1 year	Part-time	1,500 in 1988	25,000		Guidelines available

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
	School Curriculum Industry Partnership	School Children	Central Govt. Depts. Local Authorities & several large companies	Regional Advisers	Facilitates teacher practice and networking	National	Varies with individual school interaction	-	Full-time	In 87/88 65	In 87/88 1650	Varied	Various materials available
West Germany													
1.	To get in touch with vocations	School leavers	Extension Univ-Meckenheim/Rheinbach/Swisttal & Wachtberg funded by the Regional & Nat. Labour Office	Extension University, regional schools & town halls, regional labour office		Regional	5 days	1 week	Full-time	1 programme every 2 years	5000	High	Specially prepared paper
2.	Advanced Course Innovation Mgt.	a)Students of Economics, technical & natural sciences from the 8th semester onwards	TU Berlin funded by the Ministry of Education & Science, the Berlin Senator for Research & Development	Universities	Professors, Mgrs of industrial enterprises, members of consulting firms	National	a) 3 weeks (in September)	a) 3 weeks (in September)	Full-time	a) 1	a) 30	High	Specially prepared brochures
		b)University graduates in economics, tech. & natural sciences					b) 1 term	b)Summer semester		b) 1	b) 24		prepared brochures
3.	Harburg Course for the German business world	Young managers of the medium level, recent graduates	Self-financing	Academy for Managers	Externally appointed consulting staff & full-time teachers	Regional	50 days	2.1/2 months	Full-time	2	80	Medium	Available to course participants
4.	Simulation game: Stock Exchange	Upper grade grammar school students	Association of German Saving Institutions	Saving Institutions	Regular Investment Consultants	National	2 months	2 months	Part-time	1	270,000	Medium	

ANNEX 2

European 'Pre-start-up' Cases

Belgium

Institute for Permanent Training and Education

The Institute Programme consists of four phases: that of apprenticeship; that of entrepreneurship education; that of continued education; and that of remedial education.
The apprenticeship phase provides general and professional and technical knowledge for major skills (80%) by practical work in-firm and in vocational centres. A pupil from the age of 15 years onwards who has finished the initial two years of secondary education may start his apprenticeship.

Phase 2 is to provide entrepreneurship education to potential entrepreneurs who might start their own small business. With this objective a programme is undertaken that has, on average, all the elements needed by an entrepreneur including; courses on accountancy, marketing, recruitment of employees, business planning, communication and information, and additude building. Approximately a third of the participants in this programme are those who have finished the apprenticeship phase and two thirds of secondary education. The programme concentrates on learning from real life situations.

The continual education and remedial education phases will thereafter consist of lectures, workshops and seminars. There is the option for those who have undertaken the entrepreneurship education to study further the changing environment and associated additional needs of the entrepreneur.

In 1987/88 some thirteen thousand students took the entrepreneurship education programme. The entrepreneurs' education programme consists of 128 hours per year, mostly in the evenings in vocational centres and continues over three years. The main delivery agents are the vocational training centres.

Contacts: Flemish Community
Nederlandstalig Instituut Voor De Voortdurende Vorming Van De Middenstand (IVVM)
Brittania House
Jozef-II Straat 30
1040 Brussells
Tel. No. 02/218.60.93

or

French Speaking Community
Maria-Theresiastraat
1040 Brussels
Tel. No. 02/219 37 88

Notes

Denmark

Scholarship Scheme

This is a programme run by the Ministry of Industry, encouraging those with High-tech business ideas to disengage themselves from employment and explore the potential of setting up a business. These scholarships are designed to ease the transition and are of the order of 20,000 Kroner per month for up to 24 months. The programme is therefore targetted upon research scientists and innovators and is open to anyone in the country. There are, however, a limited number of scholarships (up to 15 a year).

The programme is marketed through a variety of institutions, including the Technology Institutes. An example of a successful candidate under the scheme is that of 35 year old electro-technician with a concept of developing a module which could be attached to a personnel computer, making it possible to use the computer as facsimile for mailing etc. The electro-technician heard of the scheme through the inventors office of the Jutland Technological Institute. In applying for the scholarship he had to forward a technical description of the product idea, together with a detailed business plan describing market conditions and a draft of budgets for two to three years ahead. Moreover he had to prepare a working plan for the activities to be carried out in the period of the scholarship.

In addition to the scholarship, the successful applicant may be eligible for other grants in support of expenses for materials, technical literature and advice about location.

Contact: C Mohler - Sorrensen,
The Technicological Institute Copenhagen
Tel No. 45 2 99 66 11

Notes

France

Training Support for Starters

This programme is run by the National Agency for Employment (ANPE). It is open to the unemployed and the population as a whole. There is no selection. All that is required is that there should be an element of motivation and possibily a raw idea. The aim is to help people to assess this idea and to prepare for launching a company. The programme was originally started in Departments west of Paris and has now been extended to several other regions of the country. The individual is followed up after the programme until he or she finds a job and/or becomes an owner manager.

The programme is operated by special ANP agents in partnership with Local Government and the Ministry of Commerce and Crafts. There are, for example, 33 ANPE sites in the west of Paris, each of which are provided with one trained ANPE agent.

The programme itself moves from initial briefing sessions, through to motivation sessions and then to a two day initiation programme where participants have to profile themselves as entrepreneurs. It then moves into 9 days working on an individual project, to be followed by over 250 hours of management training. The management session includes 50 hours of individual follow-up counselling advice. Participants are acquainted with legal obligations. And following the successful development of the business, they can join a club of new business creators.

750 programmes are run every year. Approximately 70% of those on the programme start a business, 8% find employment and 22% continue as they were before.

Contact: National Agency for Employment (ANPE)
Ile de France Ouest
130 Rue du 8 Mai 1945
92021 Nanterre Cedex
France

Notes

Germany

Start-up programmes of the Chambers

All young entrepreneurs can consult the Chambers of Commerce and the Chambers of Craft on matters relating to business start-ups and micro-businesses. There, they receive free advice from experts.

The Chambers offer general seminars as well as individual start-up consultations. Both aim at satisfying the following needs; to identify resources needed, including location, premises, and financing; to know the mechanics of starting a business; to know how to meet statutory requirements including tax; to know who can help and how to approach them; to identify suppliers and build relations; to know how to introduce basic management systems; and to develop a general business plan. For specific consulting tasks relating to start-ups, the Chambers refer the starters to professional consultants and grant financial subsidies - as a rule 60%.

The start-up seminars in most of the Chambers are held twice a year, often in the form of four full-day events or alternatively, eight evening events. Subjects in one popular programme comprise: requirements which enterprises and employees have to fulfil, craft enterprises and their market, internal organisation, enterprise planning, ascertainment of capital requirements, cost accounting, legal aspects of start-ups, and reduction of personal risk. Emphasis is placed on practical applications.

The materials used in the seminars are not standardised but determined in each individual case by the organising Chamber and by the instructor. A positive example is included in a handbook on business start-ups, which was compiled by scientists of the German craft institute in Karlsruhe, and which is used for start-up seminars by at least three Chambers. The handbook is handed out to all participants and contains all subjects discussed in the seminar, as well as many useful checklists for business starters.

The individual Chambers are responsible for the engagement of instructors and their personal and professional qualifications. The instructors are experts from the business world, or specialists from central organisations of the Chambers or professional associations. As a rule, they have to meet the following minimum requirements: to be able to produce own programmes or to effectively use existing materials, to deliver enterprise skills training, to train in an enterprising fashion and to time and locate programmes effectively.

Notes

The seminars usually take place at the Chambers, which also offer follow-up consultations as well as seminars dealing with young micro-businesses and their special problems, including those directed at keeping them alive, and those aiming at cost accounting, management of innovations, and other special fields of management.

The courses are announced in the Chambers' news-letters, as well as in local newspapers. The success of single programmes is judged by the number of participants, their reaction, the percentage of participants who actually do start up a business, and by the subsequent insolvency rate of these young enterprises.

The programme is partially funded by fees from participants (average fee of about 200 DM), but also by subsidies from the Office for Economics and by the Chambers themselves.

Contact: Deutscher Industrie- und Handelstag
(German Association of Chambers)
Dept.IX: Educational policy
Mr G.Woortmann (Tel.: 0228-104430)
Adenauerallee 148
5300 Bonn 1.

Notes

Ireland

Start Your Own Business

The main agency involved in pre-start-up activity is FAS - The Training and Employment Authority. It will typically run 30 or more "Start Your Own Business" programmes in a year, each for about 20 participants and lasting around 20 weeks. These programmes are run both by FAS itself, but also by private firms under sub-contract.

Anyone with a reasonable business idea will usually be able to get a place on one of these programmes and will be subjected to a fairly intensive period of 6 to 10 weeks classroom training covering basic business techniques and disciplines, followed by a further period working largely on their own with counselling back-up. During this latter period they are expected to carry out basic market research and prepare a feasibility study followed by a business plan.

Considerable support is available to help the participants obtain modest funding and advice of a technical nature, as well as guidance in areas such as packaging, promotion and staffing. Increasingly, these programmes are targeted at specific groups or sectors including: agri-business; food; manufacturing; women. They have enjoyed a success rate of around 75% or better, in resulting in self-employment or the establishment of small firms within four months of the end of the programmes.

Contact: The Training and Employment Authority (FASI)
27 Upper Baggot Street
Dublin
Tel. 68 57 77

Notes

Italy

Entrepreneurial Education

ISFOL, the Italian Institute for Manpower Training, and agency of the Ministry of Labour developed, in 1986, its first experiment of entrepreneurial education in Italian schools. The programme, known as Impara a Intraprendera, was launched during a national conference in Rome in September 1987. The course, based on the successful UK 'Education for Enterprise' programme, is aimed at students in the fifth year (17-18 years old) in technical institutes in various parts of the country. Approximately 200 students and 50 teachers are involved in a first phase.

The programme aims to encourage interest in, understanding of, insight into, and motivation towards self-employment. It aims to change the system of values, specifically in the south of Italy and to acquaint children with the necessary abilities to run a business and how they might acquire the necessary motivation. The course seeks to indicate where they might obtain assistance and how they might develop ideas, identifying enquiry sources, and develop a business plan.

The nine pilot institutes were selected on the basis of giving preference to those regions whose Councils have issued laws encouraging young persons entrepreneurship. Two of the institutions are located in the north, three in the middle of Italy and four in the south.

The programme within the schools consists of:

- One or two days of sensitisation of all students in the fourth year by a short presentation of the programme and its background with the help of the videos.
- The 10 selection days afterwards, by application form and questionnaire, of a number of students who will take the programme. This has led to 15 to 20 students in each pilot school.
- A task force in each of the schools for entrepreneurial education, delivering a programme consisting of four parts totaling 40 to 60 hours yearly.

The yearly cost of the course is estimated at $ 30,000. Following an enthusiastic response to the programme, the Ministry of Education is now preparing a plan of progressive diffusion from 1989.

Contact: Patricia Pagota
Isfol (Instituto Per la Formazione Professionale del Lavoratori)
Via Bartolomeo Eustachio 8
00161 Rome
Telephone No. (6) 84.13.51

Notes

Netherlands

Orientation Course - Own Companies

The aim of the course is to give the participants a clear idea about key capabilities in running a business. The course is directed only at women wanting to re-enter the labour market. Most participants are between 25 and 45 years old. The group of participants is very heterogenous: there are many differences in educational level and in social background.

The Women-and-Workshops across the country organize the course in different ways according to specific wishes of the participants. However, the national point of support, the Ministry of Social Affairs and Employment, subsides the initiative.

The course should contain about 7 half-days spread over a few months. Half-days are used because women often have to take care of children or have part-time jobs. The course should be short and concrete. The women in the course are trained to develop and practice the skills in which they are judged to be particularly efficient. Furthermore, women often want to establish feminine branches of industry with limited economic possibilities, especially in retailing and personal services. The women are therefore forced to explore the economic prospects of their potential enterprise.

The trainers in the course are also women, because women understand the problems of other women better. Most teachers are working as professional advisors. The national point of support has developed a training program for the teachers to improve their knowledge about problems of small and medium-sized business and about teaching.

There are no costs for participants. The marketing for the course is done by advertising in newspapers, on local television and by distributing leaflets. The location of the course is normally the Women-and-Workshop itself. After the course there is no real follow-up. Some of the Women-and-Workshops have starters-courses themselves; in other cases women are referred to other courses for starters.

Contact: Women-and-Workshops
National point of support
Koningslaan 11 Utrecht
Tel: 030-522030

Notes

Portugal

Integrated Training of Young Entrepreneurs and Innovative Cadres

Especially directed towards young graduates and finalists, this programme recruits its participants among the candidates by means of interviews and psycho-tests. Special attention is given to their motivation to start a new enterprise. The course is aimed at giving the participants training in modern management and the possibility to acquire motivation towards self-employment, to discuss and develop entrepreneurial competencies and to become aware of those who can help them if they decide to come into business.

The programme consists basically of a course with 770 hours, run during 7 months in full-time (6 hours/day), beginning in April and finishing in the end of the year with an interruption for holidays. It includes theoretical and practical approaches. It focuses on management techniques, information on the public and private economic environment and the elaboration of a project to start a new company. This includes demonstration of new technologies and guided tours to existing enterprises.

Material like management manuals, business games, audiovisuals, informatics in general and computer-aided training are used during the course. Lecturers must have management and pedagogic experience and a good knowledge of new technologies. The course is delivered in Lisbon and, after its conclusion, participants receive help during the next 6 months to elaborate their own start-up projects or to find a new job. The press is used to market the course, but most the important way of attracting participants is by means of contacts with Universities, especially through contacts with Student Associations and some teachers.

In 1987, the course had 20 participants and during 1988 this number was 15. Up to now, no new enterprises have been created but some meetings will be held to try to revive the idea of starting-up a business. Most of the participants are employed because since they showed a good business preparation. Funding is ensured by the Portugese Government and by the European Social Fund.

Contact: AIP/COPRAI
Praca das Indústrias
1399 Lisboa Codex
Tel.:64 41 61
64 53 41

Notes

Spain

Basic Company Management

This programme is run by the Spanish Confederation of Business and the Spanish Confederation of Small and Medium Enterprises. The aim is to provide a basic qualification for candidates to be owner-managers. It gives priority participation to sons and daughters of entrepreneurs with the objective of providing a basic familiarisation and easing the process of learning and management succession. This programme is recognised as providing a practical base for all who wish to become professionals in the world of business.

The programme is run over two years and consists of over 200 hours of tuition on a part time basis. The early results from the programme have been exciting. From the first group completing the two year programme, there has already emerged new companies. The programme costs approximately $1400 a year. With the success of the programme, it is being extended to other areas of the country.

Contact: Departamento de Formacion de la CEOE
C/Alcantara, 20
28006 - Madrid
Telephone No. 431.22.92/33

Notes

United kingdom

Mini-Enterprise in Schools

The Mini-Enterprise in Schools project was established in September 1985 by the Department of Trade and Industry in an attempt to disseminate and develop current practice in the growing field of enterprise in education. The project targets its activities at the teachers of children in the age range of 9-18 years. The principal aims of MESP are:

- to encourage and support the development of enterprise education in schools
- to develop the concept of enterprise education and to promote its inclusion in the design and delivery of the curriculum
- to facilitate collaboration between schools, industry and other projects working in the field of enterprise education

MESP is implemented through a flexible range of training services which include workshops and conferences tailored to local needs and demand. Each school receives a comprehensive brochure sponsored by the National Westminster Bank. This describes the project, sites examples of successful ventures and lists the names of regional contacts. Teacher training programmes on the application of enterprise education to various aspects of the curriculum include 'Education for Enterprise' (manual and material on enterprise curriculum management).

MESP functions as a network, based on existing experience and expertise of agencies working in the field. Principal amongst this network are the University of Warwick's Centre for Education and Industry, Durham University Business School and the Welsh Development Agency, all of which have developed programmes designed to promote enterprise education in the young. Since September 1985, over 80% of all target institutions (secondary and middle schools in the UK) have developed and run some form of mini-enterprise activity. MESP has worked with 100 Local Education Authorities in England and Wales, and introduced some 7000 teachers to enterprise education through over 200 courses and workshops.

Contact: Kevin Crompton
Mini-Enterprise into Schools Project
Education Industry Unit
Institute of Education
University of Warwick
Westwood
Coventry
CV4 7AL
Tel. 0203 523951

Notes

CEDEFOP — European Centre for the Development of Vocational Training

'Training for small businesses in the European Community'

Guide 2

Trainer competency for stimulating pre-start-ups
(Guides to competency in the design of effective training programmes)

Allan Gibb
Durham University Business School

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‘Training for small businesses in the European Community’

(Guides to competency in the design of
effective training programmes)

Guide 3

Trainer competency for stimulating start-ups

European Centre for the Development of Vocational Training

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'Training for small businesses in the European Community'

Guide 3
Trainer competency for stimulating start-ups
(Guides to competency in the design of effective training programmes)

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Direction and Coordination (CEDEFOP):
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Africa Melis

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This Guide is one of a series aimed at covering various aspects of trainer and organiser competency for support of small business initiation and development. The series includes:

- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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ALLAN GIBB

After having circulated a "provisional version" of this publication in June 1989, a number of experts were kind enough to subject the initial copy to a careful review and send us numerous proposals for amendment. Whilst there is a risk that we may omit mentioning one or other important contribution, we should like to express our sincere appreciation to the following experts and colleagues for the attention they have devoted to the reading of the Guides:

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September 1989
AFRICA MELIS

Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

---

1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

Alan Mayhew
Director
Commission of the EC. DG 23
Brussels

Eugene Muller
Member of the Management Board of CEDEFOP
Luxembourg

Corrado Politi
Deputy Director of CEDEFOP
Berlin

Contents

The overall objectives 1
The Overall Trainer Competency Requirements 3

1. Ability to select and recruit according to needs 5
2. Ability to identify tasks and learning needs for start-ups 9
3. Ability to develop motivation and commitment 14
4. Ability to segment the market for start-up training 16
5. Ability to link start-ups with relevant external agencies 20
6. Ability to design programmes of different durations 22

ANNEX 1
B. Start-ups: Matrix to show details of programmes/activities in EEC member states

ANNEX 2
European 'Start-up' Cases

The overall objectives

The overall target group is defined as:

Those who have a firm idea which seems reasonably valid, and in relation to the idea have sufficient potential Ability, Motivation and Resources to convert the idea into a business, given adequate training.

Each individual or group of individuals seeking start-up training will have a different mix of capability in terms of the four key success factors of Idea, Ability, Motivation and Resources identified below. Some will have a better business idea than others. Some will have superior abilities to make, do and sell the product or service. Some will have more motivation and commitment. And some will have greater physical and financial resources available than others. But this capability can change over time. An idea can be improved as can ability. Motivation and commitment can be developed. And physical and financial resources can be added to. Trainers and organisers must, therefore, assess the existing level of capability and focus their programme efforts on desired changes and improvements. But they should also be assessing the potential for improvement.

The key to effective programme design lies in understanding the process of business start-up. All start-up participants in training courses have as their ultimate major concern, the establishment of a viable business. Assisting this process in the most effective and efficient manner will, therefore, be the major objective of all start-up programmes. Key sub-objectives will be:

- To raise the managerial, technical and personal ability of participants.

- To raise the level of motivation and commitment.

- To help them develop the raw idea into a viable business idea and into business.

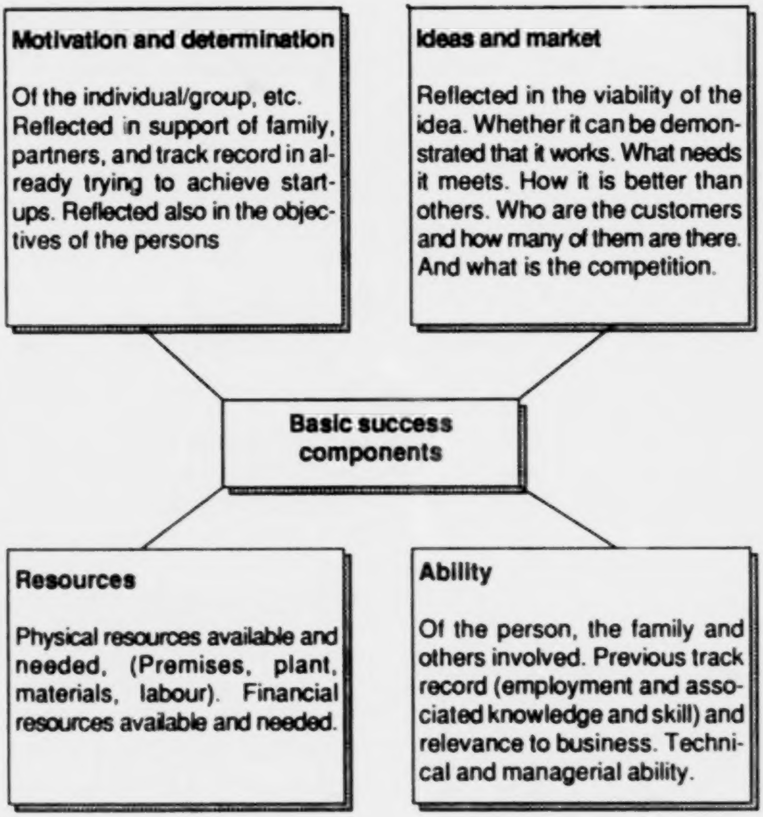
- To assist participants in acquiring the appropriate financial and physical resources for business success.

The key issues that need to be addressed to meet these four sub-objectives and the overall goal of successful business establishment are identified in Exhibit 3.1.

Notes

EXHIBIT 3.1

Key Components in the Successful Development of a New Small Business



Motivation and determination

Of the individual/group, etc. Reflected in support of family, partners, and track record in already trying to achieve start-ups. Reflected also in the objectives of the persons

Ideas and market

Reflected in the viability of the idea. Whether it can be demonstrated that it works. What needs it meets. How it is better than others. Who are the customers and how many of them are there. And what is the competition.

Basic success components

Resources

Physical resources available and needed, (Premises, plant, materials, labour). Financial resources available and needed.

Ability

Of the person, the family and others involved. Previous track record (employment and associated knowledge and skill) and relevance to business. Technical and managerial ability.

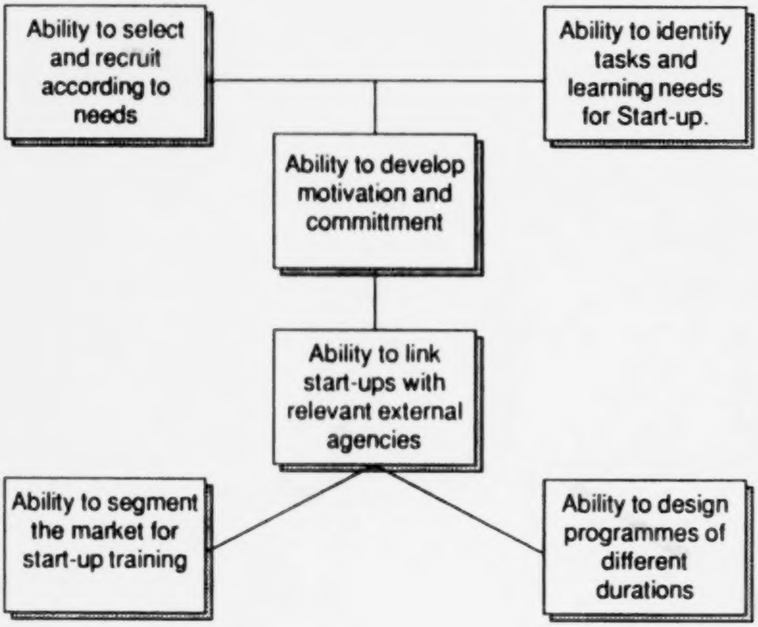
Notes

The overall trainer competency requirements

In addition to the Basic Competencies identified in Guide 2, a number of additional competencies are required of trainers. The major overall objective of creating a viable business focusses attention upon clearly identifying needs associated with the process of business initiation, and building flexible learning responses as in EXHIBIT 3.2.

EXHIBIT 3.2

Framework for Trainer Competency Development for Stimulating Start-ups


Ability to select and recruit according to needs
Ability to identify tasks and learning needs for Start-up.
Ability to develop motivation and committment
Ability to link start-ups with relevant external agencies
Ability to segment the market for start-up training
Ability to design programmes of different durations

Notes

Overall trainer competency check for developing start-up programmes

	High			Low
	1	2	3	4
1. Ability to select and recruit according to needs	☐	☐	☐	☐
2. Ability to identify tasks and learning needs for start-up	☐	☐	☐	☐
3. Ability to develop motivation and committment	☐	☐	☐	☐
4. Ability to segment the market for start-up training	☐	☐	☐	☐
5. Ability to link start-ups with relevant external agencies	☐	☐	☐	☐
6. Ability to design programmes of different durations	☐	☐	☐	☐

Notes

1. Ability to select and recruit according to needs

It can be argued that many people could start a small business. What is important is that their idea stands a chance of being successful on the market and, even more importantly, that their potential ability, motivation and commitment matches the idea. People with very limited abilities may not be able to cope with very sophisticated business ideas. People with only modest commitment may not be able to face up to the difficulty of getting a more complex idea into the market and sustaining it there. Moreover, not everyone will be capable of raising the necessary level of resource for an idea which, because of its nature, demands substantial investment in physical and financial assets.

Prospective participants in start-up training courses may, at the time they apply for the course, be at very different stages of the start-up process. These stages are broadly outlined in Exhibit 3.3. This shows the progression through from a raw idea for a business to ultimate survival. Prospective participants in a programme may therefore come forward at any stage of the process.

Notes

EXHIBIT 3.3

Stages of Starting a Business

Stage 1	**Acquire motivation and raw idea**	Find the stimulus and commitment to pursue the objective of setting up a business (for the individual, related group, community and family). Find an idea on which it seems reasonable to spend time evaluating further, or an alternative means of getting into business (franchise licence, buying a business, etc)
Stage 2	**Validate the idea**	Test the product/service (technically and with the customer). Test the market
Stage 3	**Set scale of operation and identify the resources needed**	Identify: the detailed resources required, the timing, the quality of suppliers, materials, sources of assistance, the customers and scale of business
Stage 4	**Negotiate to get into business**	Develop and apply the plan. Negotiate for finance, premises, contracts, sub-contracts, etc. Negotiate assistance
Stage 5	**Birth**	Develop the initial systems to set a business in operation. Cope with all the statutory requirements. Build relationships with professionals who can help. Establish clear ties with customers and suppliers (and the work force).
Stage 6	**Survival**	Consolidate business systems Establish financial control Develop market Develop marketing Manage and lead labour

Notes

The 'survival' period following birth is regarded as part of the start-up process, for it is clear from the research evidence that most business start-ups, once established, struggle for the first years of their life. Indeed, until a business meets two conditions:

- makes a reasonable living for the owner-manager(s)
  and
- makes a profit or surplus

then it cannot be said to be fully 'born'. It will commonly take two or three years, or even longer, to get to a stage of real 'birth'.

The needs of participants on a programme will vary, dependent upon what stage of the process they have reached. One common problem will be that participants perception of the stage they have reached may differ from reality. Frequently participants in start-up courses, when asked about the major barrier to their success, will indicate that it is shortage of finance. The reality is that many of them will not have properly validated ideas, will not have identified sufficient customers to buy the product or service, will not have thought out the scale upon which they should launch the business, will not have identified clearly the resources they need to operate at that scale and the various costs, such as standards and budgets, will not be in a good position to negotiate for resources or, indeed, with customers and will not have a business plan for presentation to financial institutions.

Moreover, there may be deficiencies in personal skill and knowledge in general which, no matter how good their idea, prevents them from raising the necessary cash. All these things they may fail to recognise. It is an important aim of the programme therefore, to help them understand the stage of development they have reached and how to move successfully to the next stage by anticipating the obvious problems. For it is evident that if start-up training is to have an impact, in terms of increasing survival rates and the potential future growth of start-ups, then it must enable participants to anticipate all the major problems in the process of getting into business. This will not only smooth the transition path into business but will also increase chances of survival.

Assessing the commitment and motivation (as opposed to the ability) of participants is difficult. One measure of commitment used by bank managers is the amount of money that an individual or group is prepared to invest in the business. Other signs of commitment may include: the amount of time that would-be participants have already spent on nurturing and developing the idea; the amount of thought that has already been given to the project and the number of investigations that have already taken place; evidence of the involvement and commitment of wives, husbands and friends and partners; and indications of what the

Notes

would-be participant is prepared to sacrifice in order to start a business. For example, is he or she giving up an existing job with a comfortable salary and pension?

Motivation is usually the product of a variety of push and pull factors. Push factors include: loss of job; threat of loss of job; loss of position or status in existing employment; changes in existing employment position not to the liking of the client; failure to obtain promotion or reward; and personal familial circumstance. 'Pull' factors include: finding an attractive idea; identifying needs during existing work practice which could make a possible market for a product or service; and strong motivation to independence and freedom, derived from role models with support from parents, family and friends.

Start-up training competency check 1

Ability to Select and Recruit According to Needs

	High			Low
	1	2	3	4
Ability to understand the stages of the business start-up process	☐	☐	☐	☐
Ability to assess the stage the participant has reached	☐	☐	☐	☐
Ability to identify how valid the client idea is	☐	☐	☐	☐
Ability to assess potential participants' managerial and personal capability	☐	☐	☐	☐
Ability to assess commitment and motivation of participants	☐	☐	☐	☐
Ability to assess physical and financial capability of participants	☐	☐	☐	☐

Notes

2. Ability to identify tasks and associated learning needs for start-ups

Learning needs are derived from the tasks that must be undertaken to move from one stage to another. Exhibit 3.4 sets out the key tasks involved in moving from a raw idea to a valid idea, from a valid idea to the scale of business required and so on.

EXHIBIT 3.4

Personal Development: Stage and Tasks

		Key Tasks
Stage 1.	**From idea and motivation acquisition to raw idea**	- To find an idea - To generate an idea - To explore personal capability and motivation for self-employment
Stage 2.	**From raw idea to valid idea**	- Clarify idea - Clarify what needs it meets - Make it - See it works - See it works in operating conditions - Ensure ability to do it or make it to satisfactory quality - Explore customer acceptability - enough customers at the price? - Explore legality - Ensure ability to get into business (no insurmountable barriers to entry) - Identify and learn from competition
Stage 3.	**From valid idea to scale of operation and resource identification**	- Identify market as number, location, type of customers - Clarify how will reach the market (promotional) - Identify minimum desirable scale to 'make a living' - Identify physical resource requirements at that scale - Estimate additional physical resource requirements - Estimate financial requirements - Identify any additional financial requirements needed

Notes

Stage 4.	**From 'scale' to business plan and negotiation**	- Develop business plan and proposal - Negotiate with customers, labour, and negotiation suppliers of materials, premises, capital suppliers, land etc. to ensure orders and physical supply capability - Negotiate with banks, financiers for resources
Stage 5.	**From negotiation to birth**	- Complete all legal requirements to birth for business incorporation - Meet all statutory requirements - Set up basic business systems
Stage 6.	**From birth to survival**	- Consolidate business systems for survival processing - Ensure adequate financial control (debtors, creditors, bank etc) - Develop market, attract and retain customers - Meet all legal obligations - Monitor and anticipate change - Maintain good relations with banks, customers, suppliers and all environment contracts - Provide effective leadership and development for staff

Thus, in validating a raw idea, a participant must first be encouraged to think out precisely what the idea is. For example, it is insufficient for a participant to say that he or she will open a 'sandwich bar'. It will be necessary to establish in more detail items such as: what kind of sandwiches will be made; what level of refinement of preparation; what other products, if any, will be sold; what range of drinks will be sold; whether the bar will be take-away or offer seating accommodation; where it will be located and accessed, and so on. It will then be essential to clarify the needs that are to be met by the product or service and therefore the benefits to the customer. All products must meet needs and should ideally be meeting existing needs better than the competition, and/or providing the means of meeting additional needs to those already met by the competition, and/or meeting hitherto unmet needs. For example, the sandwich bar may provide a delivery service to offices for lunch-time management meetings. It may concentrate only on 'health food'-type sandwiches or find other market 'niches'. There will be a need to establish evidence of consumer acceptability of the idea by testing it, particularly where it is innovative. There will be a need to identify whether there are sufficient customers and whether the market can indeed be entered without too much difficulty. There will need to be some initial evidence of the size of the market to sustain a business on

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the necessary scale. And in the case of innovative ideas, there will be the need to protect by patenting and other means.

Participants will need to learn how to perform these tasks. And at each of the stages of the start-up process there will be a set of learning needs related to the tasks to be undertaken. These are set out in Exhibit 3.5.

EXHIBIT 3.5

Personal Development: Stage and Learning Needs

		Key Learning and Development Needs
Stage 1.	**From idea and motivation acquisition to raw ideas**	- The process of idea generation and evaluation - Knowledge of sources of ideas - Understanding of the ways in which existing personal skills/knowledge might be used in self-employment - Understanding of what self-employment means - Personal insight into self-employment - Positive role image/exploration/feedback - Self-evaluation
Stage 2.	**From raw idea to valid idea**	- What constitutes valid idea - Understanding the process of making/doing it - Technical skill to make/do it - Customer needs analysis - Customer identification - Who else does it/makes it - Idea protection - Pricing and rough costing - Ways of getting into a market - Quality standards - Competition analysis
Stage 3.	**From valid idea to scale of operation and resource identification**	- Market research - Marketing mix (promotion etc, ways of reaching the customer) - Pricing - Production forecasting and process planning to set standards for utilisation, efficiency etc - Distribution systems - Materials estimating and wastage - Estimating labour, material, capital requirements - Profit/loss and cash flow forecasting

Notes

Stage 4.	**From 'scale' to business plan and negotiation**	- Business plan development - Negotiation and presentation skills - Knowledge of suppliers of land etc - Contracts and forms of agreement - Knowledge of different ways of paying - Understanding of bankers and other sources of finance - Understand forms of assistance available
Stage 5.	**From negotiation to birth**	- Business incorporation - Statutory obligations (tax, legal) - Business production, marketing, financial systems and control - What advisers can do - Understand how to manage people (if have labour force)
Stage 6.	**From birth to survival**	- Management control systems for survival - Cash planning - Debtor/creditor control - Marketing - Selling skills - Environmental scanning and market research - Leadership skills - Delegation, time planning

Start-up trainer competency check 2

Ability to Identify Tasks and Associated Learning Needs for Start-Ups

	High			Low
	1	2	3	4
Understanding of the stages of start up business development	☐	☐	☐	☐
Understanding of how to validate a business idea	☐	☐	☐	☐
Understanding of how to identify the necessary scale of business and therefore the resources needed	☐	☐	☐	☐
Understanding of the process of business planning and of the necessary negotiation, and selling and presentation skills that go with it	☐	☐	☐	☐
Understanding of the needs for survival that arise in small businesses in the first two or three years	☐	☐	☐	☐
Ability at a group and individual level to identify associated learning needs in respect of the above stages	☐	☐	☐	☐

Notes

3. Ability to develop motivation and commitment

Much attention is paid in many start-up programmes, particularly in Third World countries, to the issue of raising the motivation and commitment of those embarking on a new business venture. Based on the work of Atkinson and McClelland*, a number of Achievement Motivation Programmes have been developed. And their work has also been used in the selection and recruitment of entrepreneurs.

There are two methods open to the trainer in developing motivation and commitment. The first is to set up a separate achievement motivation programme for participants. Such programmes involve the use of thematic apperception tests and the analysis of these tests by individuals with tutor and group support, the use of multi choice personal assessment scales and the playing of games, designed to test and develop behaviour such as risk taking. To this may be added a variety of other interpersonal skill exercises on creativity, analytical skills, negotiation, selling techniques and presentation. There are few examples of this kind of programme in Europe.

The second method open to the trainer in building motivation and commitment is to use a style of training which allows maximum focus for each participant on the development of their own idea and the business plan. Such a strategy involves maximising ownership of learning by the participants, with heavy emphasis upon tutor, peer and group counselling, so that each component of the programme is reflected in the development of the participants' ideas. In this way, the motivation and commitment of participants will grow in the way that occurs naturally in the owner-managed business, as the business itself becomes virtually inseparable from the ego.

Of the two approaches, the independent achievement motivation training programme is probably most useful where participants do not have a basic idea upon which to work. The two are not, however, exclusive.

** D.C. Mc Clelland "The Achieving Society"*
The Free Press, New York (1961)

Notes

Start-up trainer competency check 3

Ability to Develop Motivation and Commitment

	High			Low
	1	2	3	4
Clear understanding of the process of business idea development through to business proposition	☐	☐	☐	☐
Ability to counsel and build motivation and commitment through individual counselling	☐	☐	☐	☐
Ability to encourage peer group interactive counselling situations, designed to encourage individual ownership of ideas and therefore commitment	☐	☐	☐	☐
Understanding of basic achievement motivation training, tests and approaches, and ability to apply them	☐	☐	☐	☐
Ability to undertake interpersonal skills training	☐	☐	☐	☐

Notes

4. Ability to segment the market for start-up training

It is evident that there are a number of different ways of segmenting the market for small business start-up training as follows:

- By age of participant
- By sector - manufacturing, service, retail, profession or craft
- By scale and potential of business - self employment or growth
- By market area - local, regional and/or national
- By innovation and technology - low or high
- By education and management capability of the proposed starter(s)
- By sex - with special programmes, for example for women
- By minority groups
- By employment status

Age
Start-up programmes for youth, for example, may have to deal with in particular: lack of work experience; lack of management experience; lack of exposure to customers and market contacts, and therefore to ideas; lack of resource, particularly financial; lack of collateral and lack of credibility with bank managers and others who have control over resources. Programmes will have to be particularly geared to these social needs.

There are also particular problems for those who retire early or are made redundant in older age. These may possibly include: lack of confidence; lack of experience in situations of independence - many workers have had employment status for very many years; lack of relevant contacts in the environment as a result of having worked in a large firm; and financial problems to do with pensions and other insurance issues that become more important in older age.

Type of business
There are distinctly different problems in establishing businesses in the retail, service and craft sectors than in manufacturing. There are, therefore, opportunities for 'sector programmes' and even 'sub-sector' courses, for example in the hotel and catering business, opening restaurants and franchise operations. In these kinds of programmes the materials and the contacts can be sector-specific, to the benefit of the participants.

Scale
The problems associated with entering a business vary with the scale of the project. Those seeking to establish themselves in simple self-employment occupations have very different problems

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from those involved in establishing a manufacturing business with considerable levels of investment. The latter will need greater preparation and planning than the former and there will need to be a greater level of sophistication in the business plan. Different levels of ability will be required in terms of negotiation, presentation and management skills in order to survive. It is also likely that more substantial external funding will be required and that greater in-depth research into resources and markets will be needed. There may also be a need to lead, motivate and manage employees. It is likely, therefore, that the intensity and duration of programmes will need to vary with the scale of business.

Market

Firms dealing with local markets have very different problems from those operating at a regional, national and international level. The nature of these problems are particularly acute in the start-up process. It is usually, but not always, the case that start-ups aiming at national and international markets have greater potential for rapid growth, face many more uncertainties, or require greater resources and greater managerial ability and commitment. Marketing needs in particular, are likely to be very different. At the local level, marketing can be effectively done on a personal contact basis. At a national and international level a host of other marketing issues will emerge, including additional demands on the financing of the business, particularly working capital and upon administration. Programmes must therefore be designed to cater particularly for these needs.

Innovation/Technology

It is easier to set up in a business for which there is already a model, than for a business which is highly innovative either in product or process. Simple service-based businesses which merely seek to replicate others, perhaps with a little addition, are easier to manag than businesses aiming at providing a product or service which is innovative and/or using a process which involves new technology. In the case of innovative products, there will need to be much greater emphasis placed upon identifying needs, ensuring product quality and the proper working of prototypes, acceptability to customers on a wide scale and upon identifying ways of getting into the market. Issues of patenting and protection may also arise. In the case of new process technology, the timescale may be considerable in developing and testing the process and achieving necessary output and quality standards.

Education and Management Experience

Managers with a considerable amount of managerial experience will have very different learning needs from those who have previously worked only in a supervisory or employee capacity. The former are likely to have higher levels of initial education, are more likely to have attended management courses and development

Notes

programmes. They will be generally better equipped for management of business, although very rarely for entrepreneurship. The nature of the training need of the more sophisticated manager is different from that of those with less education and little management training. For the more sophisticated formerlarge-company manager the need will be to ensure that his/her previous learning experience is modified to the appropriate level in the start-up situation, so that the emergent company is not top heavy with administration, controls and systems. For those without such experience, the need will be to develop basic understanding of the necessary minimum controls and systems.

Sex

Women, in particular, have been shown to have major distinct problems in starting businesses including: lack of previous management experience; difficulties arising from family obligations; problems relating to support of spouse; lack of independent capital; time constraints in identifying customers and needs; difficulties in dealing with the environment, particularly financial environment; and particular difficulties relating to the way in which women learn in predominantly male groups. Whether or not special programmes are run for women, these needs will have to be catered for in programme design.

Minorities

Minority groups have advantages and disadvantages, which may be specific to their culture or place in society. These include: difficulties in finding own capital; difficulties in marketing and selling to other cultural groups; difficulties in building the necessary contact networks in the environment to support their business; difficulties and advantages arising from cultural and family norms. The nature of these problems and opportunities will, of course, vary with particular groups and the cultural context within which they operate.

Employment Status

Those seeking to set up businesses while already still in employment have particular problems which include: finding the time to plan their business when working with existing employment responsibilities; ensuring that their business idea does not conflict with that of their employer; negotiating a transition from a state of employment to self-employment and minimising financial loss during this period; coping with the 'opportunity-cost' of leaving employment, such as loss of pension and other social benefit rights; distinctive pressures that may rise in the home due to the sacrifice of employment for self-employment involving, perhaps, the pledging of personal assets. These needs demand the development of distinctive part-time programmes and considerable flexibility in programme design.

Notes

Unemployed persons have different problems and opportunities. They have more time for development of their business. They may, however, be suffering from loss of confidence and other personal and social problems as a result of their unemployment status. And there may be specific financial and other difficulties associated with the impact that unemployment might have made upon savings and household income. Programmes will therefore need to pay particular attention to the development of personal self-confidence, and finally, means of financing that involve 'incremental' development, thus conserving limited resources.

Start-up trainer competency check 4

Ability to Segment the Markets for Start-Ups

	High			Low
	1	2	3	4
Awareness of the particular problems of youth	☐	☐	☐	☐
Awareness of the particular problems of older aged persons	☐	☐	☐	☐
Ability to differentiate programmes for different types of business	☐	☐	☐	☐
Ability to differentiate programmes in respect of scale	☐	☐	☐	☐
Ability to deal with distinctive problems of regional, national and international marketing	☐	☐	☐	☐
Ability to deal with the distinctive problems of process technology and product innovation	☐	☐	☐	☐
Ability to operate programmes at different levels of educational capability	☐	☐	☐	☐
Ability to operate programmes catering for the specific needs of women	☐	☐	☐	☐
Ability to operate programmes catering for the specific needs of ethnic minority groups	☐	☐	☐	☐
Ability to differentiate the needs of those in employment from the unemployed	☐	☐	☐	☐

Notes

5. Ability to link start-ups with relevant external agencies

One of the major objectives of start-up programmes ought to be to link would-be starters with potential sources of assistance, wherever possible on a person-to-person basis. Required sources of assistance will vary to some degree with the stage of the start-up process reached:

- Those seeking to validate an idea may require contacts with: quality testing and advisory organisations; patent and design agents; trade associations for customer contact; sources of market research advice, including libraries and information centres; sources of financial assistance for prototype development and market research; and design consultants.

- Those with the valid idea and planning the scale of operations may need a number of further contacts, including: production consultants; advisers on costing; machinery and plant providers; providers of premises; and raw material suppliers.

- Those preparing business plans for negotiation may need: advisers to help in preparation of business plans, such as banks and accountants; links with architects, estate agencies, suppliers and customers, so that tentative enquiries can be firmed up.

- Those preparing for birth will need contact with: sources of legal assistance; government and statutory bodies concerned with the company legislation; and those able to advise on various statutory requirements, such as planning permission, health and safety, insurance; sources of grants and financial assistance; and providers of premises.

- In the survival stage, the firm need to build ongoing contacts with a variety of potential assistance and training agencies, as well as with professionals necesssary to the day to day running of the business.

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Start-up trainer competency check 5

Ability to Link Start-Up with Relevant External Agencies

	High			Low
	1	2	3	4
Ability to link with patent agents	☐	☐	☐	☐
Knowledge of sources of assistance for prototype development	☐	☐	☐	☐
Knowledge of market research agencies	☐	☐	☐	☐
Knowledge of library and other market information services	☐	☐	☐	☐
Links with accountant companies	☐	☐	☐	☐
Links with solicitors	☐	☐	☐	☐
Links with banks	☐	☐	☐	☐
Awareness of sources of financial assistance	☐	☐	☐	☐
Knowledge of providers of premises	☐	☐	☐	☐

Notes

6. Ability to design programmes of different durations

There are a wide range of potential programme designs in start-up training. It is possible, for example, to develop a separate programme for each of the stages, (or parts thereof), of the start-up process: validating ideas; market research, idea protection; business planning; negotiation exercises; statutory requirements of start-up and so on. The optimum comprehensive programme is one that allows for inputs at each stage to be followed up by conversion of learning into action, perhaps with individual counselling support. Thus, the participant will be encouraged to build gradually from idea to business.

In most start-up programmes there will be a need for follow-up after business initiation, through the survival period. For no matter how good the anticipation and planning, the reality is always different. And there will be the inevitable crises during the first two or three years.

The amount of time devoted to a programme should depend substantially on the scale and nature of the business. Businesses of some sophistication will require longer planning periods and potentially greater training inputs into the development and presentation of the business plan.

Overall therefore, a wide range of different types of start-up programme should exist. But all should allow some interim counselling, no matter how large or small the proposal. A number of the programme models are available across Europe, a selection of which are identified in the annex to this Guide.

Notes

Start-up trainer competency check 6

Ability to Design Programmes of Different Durations

	High			Low
	1	2	3	4
Ability to design programmes for each stage of the start-up process	☐	☐	☐	☐
Ability to design programmes of different lengths, appropriate to scale or technology of business	☐	☐	☐	☐
Ability to brief counselling support for each stage of the start-up process	☐	☐	☐	☐
Ability to counsel for business plans at various levels of sophistication	☐	☐	☐	☐

Notes

ANNEX 1

Start-up

Matrix to show details of programmes / activities in EEC member states

B. START-UPS : MATRIX TO SHOW DETAILS OF PROGRAMMES/ACTIVITIES IN EEC MEMBER STATES

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
Belgium													
1.	Programme for education and guidance of start-ups and micro-business	Micro-local market Regional or national market business	Limburg Business School of Economics Generale de Banque Hasselt	Professors from the LBSE Practitioners	Specialist Practitioners	Regional	Part 1: 14x3 hours Part 2: 14x3 hours Part 3: 14x3 hours	1 year	Part-time	1	15 - 25	Medium	Yes
2. (Open)	Institute for permanent training and education	Youth and micro-local market	Reg. Gov. of the Flemish and the French speaking communities	Vocational Centres	Practitioners as teachers	National	a)Apprenticeships 5 days per wk. b)Entre.Education 128 hrs per yr.	a) 3/4 years b) 3 years	a) Part-time b) Part-time	-	-	Medium	Yes
3. (Open)	Seminars, lectures, workshops,guidance consultation	All	Prof.organ.banks, private bus., Chambers of Commerce	Practitioners Chambers, educational sector	Practitioners	National	Varies	Varies	Part-time	Varies	Varies	Medium	Yes
Denmark													
1.	Scholarship Scheme	Researchers technology bus.	Ministry of Industry	-	-	National	-	Up to 2 years	Full-time	10-15	10-20	High	-
2.	Entrepreneur Courses	People who want to start a production company	Ministry of Ind. County, Municipal,financial institutions	Technological Institutes	Local profession-al advisers	National	5 evenings per wk	5 weeks	Part-time	40	800-1,000	Medium/Low	-
3.	Entrepreneur Courses for Unemployed academics	Unemployed persons who have HE qualifications	Ministry of Education	Technological Institutes		Regional	50 days	10 weeks	Full-time	2/3	50/75	-	-
4.	Entrepreneur disbursements	Long term unemployed who want to start a bus.	Ministry of Labour	-	-	National	-	Up to 3 years	-	-	1,200-1,500	-	-
5.	Entrepreneur Course	Craft,service, retail business	Ministry of Education	Commercial and Technical Schs.	-	National	30 evenings	30 weeks	Part-time	New course in 1987	-	-	-

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
6. (Open)	The Start-Up Scheme	All	Ministry of Industry	Technology Institutes	-	National	-	1-3 years	-	-	600	All	-
7. (Open)	Campaign Activ-ities for Entrepreneurs	All	Ministry of Industry	-	-	National	3-4 hours	All year	-	40	800	-	-
8.	The Entrepreneur Group in the county of Aarhus	Craft,service, retail business ethnic minor-ities	The county of Aarhus	-	-	Regional	Varies	-	Full and part-time	-	600	Low	-
France	Introduction to Management for Starters	Unemployed	Ministry of Labour	National Agency for Adult Education(AFPA)	Teachers in Mgt. Labour psychol-ogy technicians	National	270 hours	7 weeks	Full-time	100 (1988)	1500	Medium	Case Studies About 60% start a business
	Challenge	High and New Technology Business	-	Joint venture between 2 Busi-ness Schools (ILES & ISA)	Teachers Professionals	Certain Regions Only	31 days	3 days a month over 11 months	Part-time	2	20	High	Cases avail-able 120 companies employing 2000 persons after 10yrs
	Stage d'initiat-ion artisanale	Craft type bus-iness (all starters in craft must take a course)	Ministry of Commerce & Crafts	Chamber of Hand-icraft & Small Scale Industry	Technical skill of Chambers	National	5 days	Full or Part-time(over 5 weeks)	-	Unknown. Each Chamber has own programme	80,000 in 1987	Law	No
	Training for starters	Unemployed	Ministry of Labour	Boutique de Gestion(40 man-agement shops)	Generally in Management	National	300 hours	-	Full-time	60	900	High	Various kits and Business Games 55% start a business

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
	Topical workshops	Population as a whole	National Agency for Entrepreneurship and new business (ANCE)	(ANCE)	None	Mainly Paris	2 days	Over 2 days	Full-time	10 different workshop types run 6 to 10 times a year	8-15 per workshop	High	Training kits available
Greece	Starters	Those with a potential business idea	EOMMEX	-	EOMMEX Staff	Regional	Approx.300 hours	Approx.4 months	Part-time	1-2	20-40	Medium	-
Ireland 1.	Agri-business Start your own Business	Regional or national market business	FAS	External consultants	-	Regional	100 days	20 weeks	Full-time	1	20	Medium	Use of Shannon Dev.Res.
2.	European Technology Entrepreneurship Programme	Research Scientists	Innovation Centre,Limerick	Innovation Centre staff and full time engineers	-	Regional	-	12 months	Full-time	1	5	Medium/High	-
3.	High Technology Entrepreneurship Programme	Large company managerial staff	Innovation Centre,Limerick	Guest entrepreneurs,Innovation Centre Staff	-	Regional	2 evenings a wk.	6 months	Part-time	1	25	Medium/High	-
4.	Licensing Technology Transfer from U.S.A.	Regional or National market business industry groupings	FAS	External consultants	-	Regional	130 days	26 weeks	Full-time	1	8	High	-
5.	Product Development	Youth-vocational	College of Tech. Bolton St.Dublin	College Staff	-	Regional	-	12 months	Full-time	2	30	Low	-
6.	Start Your Own Business	Craft,service, retail,regional or national market business	FAS	External consultants	-	National	100 days	20 weeks	Full-time	30	700	Low	-
7.	Start Your Own Business -manufacturing	Regional or national market business	FAS	External consultants	-	Regional	130 days	26 weeks	Full-time	1	16	Medium	-

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
8.	Start Your Own Business-women	Women	FAS	External consultants	-	National	100 days	20 weeks	Full-time	4	100	Low	-
9.	Start Your Own Business-women -part time	Women	FAS	External consultants	-	National	50 days	20 weeks	Part-time	4	100	Low	-
Italy													
1.	Gemini Programme	People with an original business idea	SDA (Business School)	-	-	Regional	-	10 months	-	1	15 - 20	-	-
2.	Start-up course	People motivated to create a small business	FORMAPER	-	-	National	10 days	2 weeks	Full-time	12	-	-	-
3.	Start-up course	People motivated to create a small business	ASSEFOR	-	-	National	10 days	2 weeks	Full-time	-	-	-	-
4.	Self-training and training for start-up	People with a business idea	BIC	-	-	National	-	7 months	-	-	-	-	-
5.	Archimede Project	Young people under 25 years	MEET	-	-	National	-	10 months	-	-	-	-	-
Netherlands													
1.	Start Your Own Business?	Not specific/ethnic minorities	Ministry of Economic Affairs, Private Sponsorship	Chambers of Com. Central Institutes for SMEs	Experienced Specialists	National	6 - 12 days	6 - 12 weeks	Part-time	40	520	High	Yes
2.	Starters Handbook	All	Ministry of Economic Affairs	Regional Institutes for SMEs	-	Regional	1 day	1 day	-	-	-	-	-
3.	Own Companies	Women up to 25	Municipal Labour	Lena de Graaf	Women	Regional	3 days per week	10 months	Part-time	N/K	20 per course	High	Yes

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
4. (Open)	Courses for entrepreneurial education	Potential entrepreneurs	Min.of Econ.Aff., Min.of Education and Sciences	Foundation for branch-specif. courses for entrepreneurial education	People with good knowledge of the branch and entrepreneurship	Regional	Varies	-	Part-time	Numerous	-	-	-
5. (Open)	You attain more with your own business	Women	Regional Authorities	Women Counsel NCOV	Experts on entrepreneurship	National	2 days	2 days	Full-time	5 - 10	150	-	-
Portugal 1.	High potential entrepreneurs	Young graduates or equivalent	Banco Portugues de Atlantico, Portuguese-American Foundation for Development, Oporto Industrial Assoc.	Conselho Gestae eInvestimentos SA	Management and training experience	Local	4 month selection 9 months course and 2 years counselling	2 yrs. 5 months	1 month full-time	1	20 from 250 candidates	High	Some Innovative
2.	PINOVA Support programme to innovative ideas	General	European Social Fund, Portuguese Gov.	IPE/CIFAG	Management Experience Startup Exper.	Regional	18 x 2 days	18 months	Full-time	1	15	High	Case Studies,Manuals
3.	Entrepreneur Course	Young graduates	Welding and Quality Institute, New Uni. Libson	Welding and Quality Institute	Management and pedagogic exp.	Regional	450 hours	9 months	Part-time	1	15	High	Comp.Manuals,Management games
4.	PACRI Start-up programme	General	European Social Fund IEFP	IPE/CIFAG	Management experience	Regional	2 days per month plus 10 days counselling	15 months	Part-time	1	12	High	Yes
5.	Start-up Strategic Programme	General	European Social Fund Portuguese Gov.	IPE/CIFAG	Management and counselling experience	Local	36 days + 1day per month for 18 months	18 months	Full-time	1	20	High	Case Studies, Manuals

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
6.	Feasibility study and new enterprise value	General	Banco de Formento Nacional Fundo EFTA	IPE/CIFAG	Management and start-up exp.	Local	3 x 8 hours	3 days	Full-time	1	20	High	New Materials (USA)
Spain	Support service for Business Creation (SACE) Counselling, Advice & Training	Persons wishing to set up a company	National Employment Institute (INEM)	Regional Offices at INEM	Specialists in Enterprise Creation	Run in limited number of regions	Interventions Interactive of varied length dependent upon business problems	Varies case by case. Can go up to 2.5 years	Full-time where training courses run	-	Over 1500 cases a year		Moderate Video
U.K.	Business Enterprise Programme	Start-up of all ages	U.K. Training Agency	Education, Institutions, Consultants, Enterprise Agencies, Chamber of Commerce	Participative style needed	National	6-8 days	Varies from 6 days to several weeks	Full-time	3333	50,000	Moderate	Programme Guide
	Enterprise Awareness Days	Start-ups of all types	U.K. Training Agency	Education, Institutions, Consultants, Enterprise Agencies, Chamber of Commerce	Participative style needed	National	1 day	-	Full-time	No figures available, difficult to assess	No figures available, difficult to assess	Low	Guidelines available
	Graduate Enterprise Programme	Graduates with start-up ideas	U.K. Training Agency	Business Schools throughout the U.K. & Polytechnics	Participative style needed	National			Full-time	1	24	Moderate	Guidelines available
	Project Full Employ	Ethnic minority groups in England & Wales	Many public & private sponsors	Enterprise centres in various locations throughout the country	Covers variety of skills vocational and enterprise	National	Varies with type of programme	-	Full-time		In 87/88 4262	Moderate	Guidelines available

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
West Germany													
1.	Junior Firm	School leavers	Fed.Institute of vocational Promotion.Funded by Min.of Educ. and Science	Min. of Educ.and the Junior Firm Association	Special vocational teachers of indust. firms	Regional	-	3 days	Part-time	12	-	High	Available
2.	Promotion of the creation of businesses by women	Unemployed women with some vocation or professional train.	Representatives of women in the State of Berlin	Senate of the Berlin Chambers special initiatives for women in Berlin	Specially trained instructors	Local	3 mornings per week	13 weeks	Part-time	1-2	20	High	Brochures
3.	Course for Business Start-ups	Members of craft guilds who plan business start-ups	Academy of craft-manship Office of Econ., Self-financing	Chambers of Craftmanship ITB	Consultants	Local	4 days or 8 evenings	1-2 weeks	Either	4	80	Medium	Yes
4.	Consultation on Business Start-ups	Those wishing to start-up in business	Chambers of Commerce	Chambers of Commerce	Consultants	National	Varies	Varies	Part-time	-	-	Medium	Yes
Luxembourg													
1.	Courses for starters of craft firms	Starters, Managers of craft firms	Public funds	Luxembourg Chamber of craftsmen	Professional Trainers Experts in the field	National	Entrepreneurship education 150-180 hours per year	3 years	Part-time	various	1.200	Medium	yes
2.	Courses for starters of wholesale and retail business	Starters of wholesale and retail businesses	Public funds Chamber of Commerce	Luxembourg Chamber of Commerce	Experts in the field	National	50-80 hours	-	Part-time	various	500-800	Medium	yes

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ANNEX 2

European 'Start-up' Cases

Belgium

Starters Programme

The full title of this programme is 'Programme for Education and Guidance of Start-Ups and Micro-Businesses'. It is run by the Limburg School of Economics and sponsored by the Generale De Banque Hasselt. Similar programmes are run at Ghent and Brussels. The programme is taught at the Business School, but also involves practitioners from Accountancy companies, Banks and Venture Capital Companies. The programme focuses on the development of the business plan as a means of exploring the reality of the new business. The programme could also include those who have already set up in business and are in the early stages of development. There are no age restrictions. Those wishing to participate in the programme must have recently started or be about to start a business in the industry, trade or services sector. The business must have potential to hire employees in the short or long run. Other than that, there are no entry restrictions although the best participants are selected with an average of 15 to 25 persons on a course.

The programme is run once a year over a period of 12 months and is in three parts. The first part consists of 14 evening sessions of 3 hours each. The second part consists of development of the business plan and counselling. The third part consists of counselling support for the micro-business as it is being set up, (or in the case of existing businesses), the business plan is being implemented.

Contact: Limburg Business School of Economics
Universitaire Campus
3610 Diepenbeek
Tel No. 011/22.99.61 (Ext 134 - Ms. J. Hermans)

or

General Bank
Ridder Portmansstraat 1
3500 Hasselt
Tel No. 011/22.49.91

Notes

Denmark

Entrepreneur Courses for Unemployed Academics

These programmes are financed by the Ministry of Education and are delivered through the Technological Institute. As the name implies, the programme is aimed at unemployed persons who have finished a course of long duration (minimum of three years full-time). Between two and three programmes are run a year, covering a volume of up to 75 persons and the programme is run 50 days over approximately 2 1/2 months and is full-time. Entry is for those who have an idea of the type of business which they intend to start. For example, an unemployed architect was able to develop an oven for drying grain with new drying methods. During the ten week courses, four weeks are set aside for work on the project. In the last week of the programme the finished project descriptions are presented to various banks and savings banks for evaluation. If the product idea is acceptable, further funding may be obtained for the development through the Danish National Agency of Industry and Trade for the Development of Prototypes. In the case of the Architect and his idea the Dantoaster Food Processor has been developed, so that grain and other seed crops can be heated, enabling animals to digest the feed faster. The machines are produced by a sub-contractor and the Company now has a large volume of orders and is exporting.

There is no charge for the course participants. The success of the course is calculated by the number of participants who establish a business. Currently the rate is approximately 60%.

Contact: Mr Thorkild Bjerremand
Juttland Technological Institute
Teknologiparken
DK 8000
Aarhus
Denmark
Tel. 06 142400

Notes

France

Topical Workshops

These workshops are run by the National Agency for Entrepreneurship and New Business (ANCE). They are available to the general public with no selection criteria, other than participants should be starters wishing to work on all aspects of the project (financial, legal, marketing etc.) The workshops run through the stages of business development, from generating and evaluating an idea, to developing the business plan and to launching the operation in a series of workshops offered at various consecutive dates. The workshops cover such issues as: exploiting new personal capabilities for business creation; developing creativity for business creation; studying the market; developing a business plan; estimating profits; financing the project; coping with legal aspects; negotiating with outside organisations; contract organisation and law; and organising the administration of a company.

All of these 'topics' take place over two days. The aim in the individual workshop is to focus on the project and not just to deliver knowledge. There are also teaching kits available in support of each of the workshops. These workshops are full-time but participants can select from those they need.

The programme is presently located in Paris and is advertised at the ANCE main office, where the public come for information and individual guidance, as well as through agencies providing support to starters in and around the Paris region. The programmes are subsidised by ANCE.

Contact: ANCE - CEFCE
142 Rue du Bac
75007 PARIS
France
Tel. 45 49 58 58

Notes

Greece

'Starters'

This programme is sponsored by Eommex, which is the Hellenic organisation of small and medium sized industries and handicrafts. It is an action learning programme for prospective small business entrepreneurs in the manufacturing sector. Its aim is to enable the participants, after the completion of the course, to effectively apply the knowledge required in the start-up of their own business. Programme content is a mixture of theory and field practice. Each theoretical part is followed by research work within the company, in close cooperation with the would-be owner. Each of the projects is worked on jointly, with small work groups of several participants. For example, the profile of a successful entrepreneur, marketing and plant layout are some of the components developed and, afterwards, discussed in the classroom. The programme is run by Eommex staff, who are experts in the field, and covers approximately three hundred hours of tuition over a period of four months. It is undertaken on a part time basis and is open to those who have an idea for a specific project. The programme is restricted to a group of twenty and is run twice a year.

A particular feature of the programme is that during the first three weeks, when human relations are discussed, the group is split into two on the basis of sex. This provides the opportunity for the female participants to gain self-confidence and group discussion experience before joining the male group. This results in larger involvement from the participants point of view and a livelier discussion. The programme is free to participants, who are carefully selected.

Contact: Mrs Chronopoulou
C/o Eommex
16 Xenias Street
11528 Athens
Tel. 7702636

Notes

Germany

Pilots Help Young Entrepreneurs ("Unternehmensstart Köln e.V.")

Potential customers of the initiative are young entrepreneurs leading micro-businesses and business starters who, during the initial phase of their independence, are not familiar with the mechanics of setting-up a business or developing financial forecasts, budgets, and business plans. They also may have difficulties in selecting and dealing with banks, consultants, etc., or face problems with basic functional management tasks, such as accounting, marketing, organisation, finance, calculations, etc. Every young entrepreneur in the area of Cologne can participate.

In the programme, highly qualified retired or active entrepreneurs act as pilots, on a honorary basis, to help young, inexperienced entrepreneurs. The old entrepreneurs are usually specialists in certain fields of economics, industry, trade, commerce, or administration, and have gathered a wealth of experience and contacts over their careers. The programme brings together young entrepreneurs with special problems and old entrepreneurs who can help.

The content of the initiative focuses on oral consultations, to clear away contingent problems and weaknesses in setting up business plans, internal-rate- of-return calculations for capital investments, analyses of future earnings and costs, in information, advice, and materials, and on mediating useful contacts with third parties. The counselling is generally free of charge; if the young entrepreneur requires special materials, e.g. trend analyses, he/ she has to pay the cost price.

The old entrepreneurs have to be able to undertake personal needs analyses, to understand business development processes, to use the relevant environment, to use existing materials and guides, and to produce own material, to name just a few. The pilots' qualifications are subjectively evaluated by the management of the initiative, on the basis of interviews on the applicants' careers.

The counselling takes place either at the initiative's offices or at the client's place, and for as long a period as the subject matter requires. The pilots are available beyond the initial phase of start-ups.

The programme is promoted by brochures available at banks, by monthly advertisements in the Chambers' news letters, as well as by occasional fairs in Cologne.

Notes

The success of the initiative is evaluated by the number of participating retired entrepreneurs, the satisfaction of all participants, and, last but not least, the rate of insolvency of the participating enterprises.

The initiative - its annual budget amounts to appr. 1.000.000 DM and the number of participants to about 400 - is funded by the Retail Trade Association, the Guild of Gastronomy, the Junior Circle of Craftsmen, the Cologne People's Bank of 1867, the Association of Craftsmen, the City's Office for Economic Support, the Municipal Savings Bank, the Tax Advisors' Association, and the Business Juniors.

Contact: Unternehmensstart Köln e.V.
Manager R. Hekker
Schaafenstr. 25
5000 Köln 1
Tel: 0221-213491

Notes

Ireland

Technology Entrepreneurship Programme

Apart from the major role played in this area by the Training and Employment Authority's (FÁS) Start Your Own Business programmes, a major programme is run by the Innovation Centre in Limerick.

The Centre runs two major programmes, the European Technology Entrepreneurship programme and the High Technology Entrepreneurship programme.

These courses run over long periods - six to twelve months - on a part-time basis and are aimed at high achievers, currently working for major companies.

They are designed to tap the latent talent for entrepreneurship allied to technical know-how residing in such companies, to encourage the formation of indigenous companies capable of significant employment potential.

By their nature, it is difficult to evaluate the success of such programmes in the short term, but the indications are that they are achieving their objectives with notable successes in areas which include visual inspection systems, computer-aided manufacturing and medical diagnostic kits.

Contact: Tom Carrol
The Innovation Centre
Enterprise House
Plessey Technological Park
Limerick
Tel. 353 1 6148177

Notes

Italy

Start-Up Courses

Start-up courses in Italy were begun in 1984 under the umbrella of FORMAPER. This organisation was, at the time, the training section (it is now an autonomous agency) of Milan Chamber of Commerce. It was the Milan Chamber that introduced this type of training into Italy. Start-up courses are monthly and are open to any participant who has a business idea, at whatever stage, and who can pay a price of $170. The course is developed over two weeks giving a total of 30 hours concentrated in evening sessions. Its major content includes:

- The validation of the business idea by a variety of tests.
- Development of business plan.
- The problems that might arise during the firms growth over the first three years and associated financial needs.
- Acquaintance with the incentives available to new firms.

There are about 100 participants yearly. The course is subsidised by the Milan Chamber of Commerce. The teachers are mainly consultants with long experience of the small business field.

The success of the programme was induced by ASSEFOR, the National Association of Chambers of Commerce for Training, to introduce the model into an increasing number of chambers. There are now 15 chambers all over the country which presently organise Start-up courses in accordance with the broad outline of this programme.

Contact: FORMAPER
Milan Chamber of Commerce
Via Brisa 5
20123 Milano
Tel. 85-15-54-22

Notes

Netherlands

Start Your Own Business

The course is aimed at persons with concrete plans to start an enterprise. The object of the course is to give potential starters as good a start as possible. After the course, the participants should have a solid business plan, but the course is also successful if participants find out that they don't have the capabilities to run a business.

The course covers all subjects necessary to run a business, such as building a commercial plan and a financial plan, personnel management, selling practice and administration.
In the course for ethnic minorities, CIMK strongly cooperates with all kinds of local and regional consultancy agencies concerned with ethnic minority starters. Those agencies do the marketing for the course. The local or regional agency screens the potential starter.

The duration of the course is 12 days (on Saturdays). In each block of two or three days a subject is discussed. The last day of a block often consists of working out the learnt subject. The course for Dutch participants is six Saturdays.

The teaching material is especially developed for those with problems in reading Dutch. The course is not free: the participants have to pay f400. At the local labour office they can apply for subsidies (up to 75%) for training.

The course for dutch potential starters is organized in a somewhat different way. The recruitment of participants is done by the Chambers of Commerce and the Regional Institutes for SME's (RIMK), and these organizations do the marketing for this course. There is no screening of the participants: they just have to pay the f 400.

The course for ethnic minorities is organized 12 times a year. The Netherlands are divided in 6 regions and in each of the regions the course is organized twice. For the Dutch starters the course is organized about 40 times a year throughout the country. In each course there are about 13 participants.

Contact: Coordinating Institute for Small and Medium-sized Business (CIMK)
Postbus 112
1110 AC Diemen
Tel. 020-901071

Notes

Portugal

Jeep - High Potential Young Entrepreneurs Programme

This programme, run since 1985, is aimed at young graduates or young people with high school education, without a university degree, but with some experience. The age limit is 35. Selection of participants is very rigorous, using curricula analysis, interviews and psycho-tests in order to choose participants with a high entrepreneurship potential. This is a long process, taking 4 months. The main purpose is to give participants selected basic knowledge of management, capacity to deal with the problems of a start-up and of developing a business. Each edition of the programme takes 2 years and 5 months: four months selection, one month course and two years consulting. The course is focused on strategy and marketing, finance and opportunities and sources of information. Lecturers have pedagogic, management and consulting experience and use manuals on different matters and audiovisual support. "Men of success" are usually invited to give lectures to participants. Participants come from all over the country, but the location of the course and consulting is Oporto.

One of the interesting features of this programme is the possibility given to participants after the course to be followed and supported by consultants during two years. The marketing of the programme, made through the press, attracts numerous candidates, allowing an easier selection, as can be seen in the following table:

1985 - 400 candidates - 19 effective participants
1986 - 250 candidates - 21 effective participants
1987 - Evaluation of previous years
1988 - 250 candidates - 20 effective participants

As a major result of this programme, 18 new enterprises have been created up to now. A few others are emerging. This programme is funded by its promoters: Banco Português do Atlântico; Fundaçao Luso-Americana para o Desenvolvimento (Portuguese-American Foundation for Development) and Associaçao Industrial Portuense (Oporto Industrial Association).

Contact: CONSELHO - Gestao e Investimentos S.A.
Rua Euténio de Castro, 352-2°
P - 4100 Porto
Telephone: 64013
Telefax: 693731

Notes

Spain

Support Services for Business Creation - SACE

This is a programme developed by the National Institute of Employment (INEM) of Barcelona. It is aimed at any person who may wish to start a business. The core part of the programme is composed of an interactive video which facilitates the user to explore, according to his/her own objectives, the various factors which ought to be considered in the creation of the business. This will draw attention to the study of the market, management competency, estimating capacity, financing, legal issues and so on. In addition to the video, there is a documentation facility and a team of professionals in support to provide the user with whatever information is required. This programme is available as part of vocational training which is the responsibility of INEM. The volume of people who are going through each office of SACE is rising and, after the first year of experience, this programme is being extended to other zones of the country with great success. The last two years has seen an 88% success rate of companies being set up and only 12% failure. The programme is essentially one of counselling and advice, with some training, and varies in length, depending upon the nature of the business proposals. It is currently dealing with over 1500 persons a year.

Contact: INEM de Barcelona
Via Layetana 16,6°
08003 Barcelona
Spain

Notes

United Kingdom

The Business Enterprise Programme

The Business Enterprise Programme (BEP) is designed to have wide appeal to anyone starting a business. Those who are eligible for this free programme, funded by the UK Training Agency, must have a business idea and be deemed to have the ability to convert it into a business. Many of the businesses in the programme will also be benificiaries under the UK Enterprise Allowance Scheme, a programme which provides an allowance over a period of one year to give support in getting the business off the ground, provided that the business person can also put up £1000 from his/her own or other sources. The majority of those interested in participating have modest service sector business ideas. Only a small proportion are manufacturing ideas with potential. The programme is geared in a series of modules so that participants can in the first instance explore their business idea and look at the market. They can then identify the resources needed and how they might manage the business. And finally they produce the business plan. Time is allowed for counselling between the modules to ensure that the project develops alongside the training.

The overall training period will usually last no more than eight days, but may be spread out over a considerable period to allow interim counselling. The programme is run by a wide variety of organisations including the education sector, consultants, specialist training companies, Chambers of Commerce and enterprise agencies. There is no special training for those who teach on the programme, although a great many have received some form of appropriate training in the past from special courses run by the Training Agency. The programme is marketed by advertisements through a variety of channels, including Enterprise Agencies and Chambers of Commerce. It is funded entirely by the Training Services agency. Altogether several hundred places are available each year throughout the country. And an estimated 40% of those on the programme start a business. There are detailed guidelines for the course available from the Training Agency.

Contact: Employment Training Division
Training Agency
Moorfoot
Sheffield S1 4PQ
Tel. 0742 753275

Notes

Luxembourg

The Training of Small Owners in the Grand Duchy of Luxembourg

In the Grand Duchy of Luxembourg, the law of 28 December 1988 regulates access to the occupations of craftsman, tradesman and industrialist and a number of liberal professions, and thereby imposes conditions for vocational training leading to self-employed activity in occupations in, among others, the craft and commercial sectors, the most important branches of the SME sector.

Training of Business Owners in the Craft Sector

Under the Law of 28 December 1988, the practice of craft occupations is subject to the possession of the "brevet de maîtrise" (master certificate) or equivalent supporting documents.

The Law of 2 July 1935 regulating the conditions leading to the acqisition of the master title and certificate in the trades, established the master certificate as evidence of qualification and a precondition for the training of apprentices in the craft trade.

Since the establishment of the system of part examinations staggered over three years, the courses preparing for the master certificate examination include business management and occupational theory courses in particular, organized by the Centre for Promotion and Research of the Chamber of Trade.

Training of Business Owners in the Field of Commerce

By virtue of the provisions of the law of 28 December 1988, the "certificat d'aptitude technique et professionelle" (certificate of technical and vocational aptitude, CATP) in a given commercial field, is evidence of vocational qualification in the commercial sector. In the absence of a CATP or an equivalent recognized diploma, the candidate must provide evidence of at least three years of on-the-job experience in the branch of activity for which the authorization of the start-up is requested. In the light of the necessity to reinforce the knowledge of business management among start-up candidates in the comercial field who do not hold a CATP or an equivalent diploma, the competent chamber, in this case, the chamber of commerce of the grand Duchy of Luxembourg, has established vocational training crash courses for business owners who shall be the tradesmen, transport entrepreneurs and drinking establishment operators of the future. These courses are concluded by a grading examination, a pass in which

Notes

grants exemption from the period of work experience stipulated by the law of 28 December 1988.

Contacts: Chambre des metiers
41, rue Glesener
L-1631 Luxembourg
Tel.: 40 00 22>1

Chambre de commerce
7, rue Alcide de Gasperi
L-1615 Luxembourg
Tel.:53 58 53

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CEDEFOP — European Centre for the Development of Vocational Training

'Training for small businesses in the European Community'

Guide 3
Trainer competency for stimulating start-ups
(Guides to competency in the design of effective training programmes)

Allan Gibb
Durham University Business School

CEDEFOP Document

Luxembourg: Office for Official Publications of the European Communities

1990 — XI, 47 pp. — 21.0 × 29.7 cm

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CEDEFOP Document

‘Training for small businesses in the European Community’

(Guides to competency in the design of
effective training programmes)

Guide 4

Trainer competency for assisting small businesses
(having under 50 employees)

European Centre for the Development of Vocational Training

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CEDEFOP Document

'Training for small businesses in the European Community'

Guide 4
Trainer competency for assisting small businesses (having under 50 employees)
(Guides to competency in the design of effective training programmes)

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This Guide is one of a series aimed at covering various aspects of trainer and organiser competency for support of small business initiation and development. The series includes:

- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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ALLAN GIBB

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September 1989
AFRICA MELIS

Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

---

1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

Alan Mayhew
Director
Commission of the EC. DG 23
Brussels

Eugene Muller
Member of the Management Board of CEDEFOP
Luxembourg

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Deputy Director of CEDEFOP
Berlin

Contents

Objectives 1
Overall additional competencies for successful Training 2

1. Ability to meet the personal skill needs of the owner-manager 4
2. Ability to develop the basic essences of entrepreneurship 7
3. Ability to segment the market for survivors, maintainers and growers 12
4. Ability to plan for survival 14
5. Ability overall to help small businesses maintain themselves 17
6. Ability to maintain marketing capability 19
7. Ability to maintain operations management 24
8. Ability to maintain adequate financial and management control 28
9. Ability to assist small growth businesses 32

ANNEX 1
C. Small-business: Matrix to show details of programmes/activities in EEC member countries

ANNEX 2
European 'Existing Business' Cases

Objectives

The Small Business is defined here as:

"The existing small business, having under fifty employees, which may be concerned with survival, maintenance or growth"

This is the most difficult sector of the small business population to reach with training. There are many millions of such businesses across Europe, including a very large number of the self employed and others employing but a few workers. It is extremely difficult to produce generalisations as to effective training approaches. Most of what can be generalised has been discussed in Guide 1. For the vast majority of these businesses, aside perhaps from those involved in professional, scientific and technical services, it is important to recall that:

- most businesses have little time to spend reading training manuals or guides
- they have little time to attend training courses
- they have little time to implement actions resulting from training
- they are highly diversified in terms of: ability; experience; education; ambition; commitment and motivation; age; technical skills; financial resources and personal objectives
- each owner will be running his/her own businesses at a level appropriate to their own learning ability, motivation and commitment. Any new learning will start from where they are.
- if training is to be treated in a business-like manner then it should be recognised that, in the case of the micro-firm, it is a highly differentiated market which demands flexible, differentiated approaches at the local level.

The Trainer will, therefore, require all the basic competencies identified in Exhibit 1.1 in Guide 1

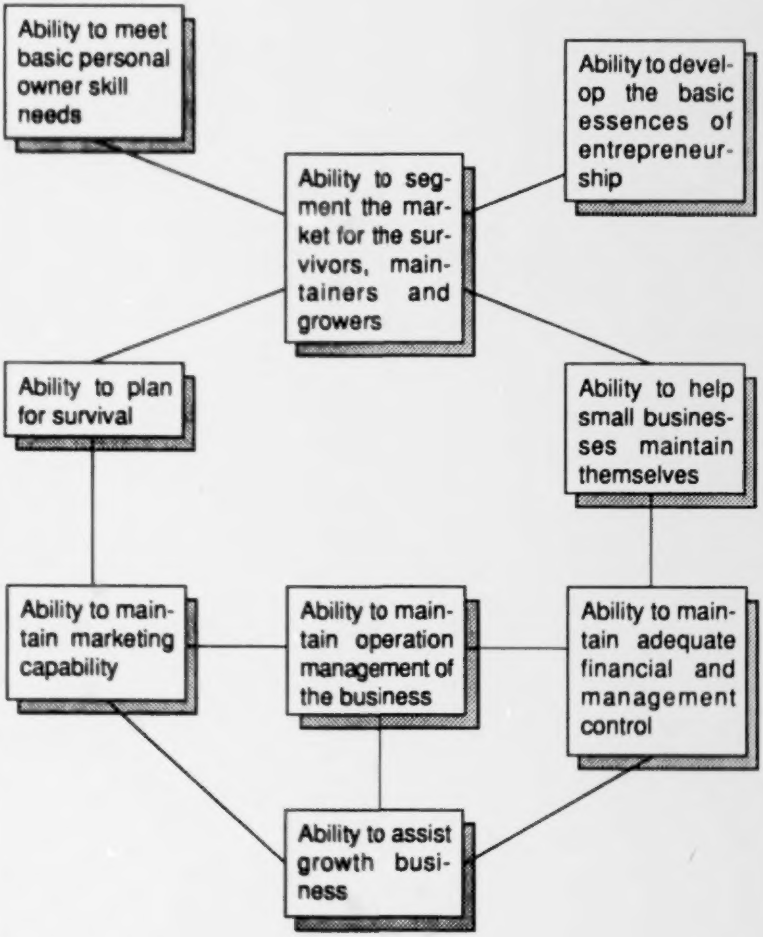
Notes

Overall additional competencies for successful training

In addition to the general competencies described in Guide 1, a number of additional competencies can be developed relating to the survival, maintenance and growth of the business. These are set out in Exhibit 4.1

EXHIBIT 4.1

Framework for Additional Competencies for Small Business Training


Ability to meet basic personal owner skill needs
Ability to develop the basic essences of entrepreneurship
Ability to segment the market for the survivors, maintainers and growers
Ability to plan for survival
Ability to help small businesses maintain themselves
Ability to maintain marketing capability
Ability to maintain operation management of the business
Ability to maintain adequate financial and management control
Ability to assist growth business

Notes

Overall trainer competency check for assisting small businesses

	High			Low
	1	2	3	4
1. Ability to meet basic personal owner skill needs	☐	☐	☐	☐
2. Ability to develop the basic essences of entrepreneurship	☐	☐	☐	☐
3. Ability to segment the market for the survivors, maintainers and growers	☐	☐	☐	☐
4. Ability to plan for survival	☐	☐	☐	☐
5. Ability to help small businesses maintain themselves	☐	☐	☐	☐
6. Ability to maintain marketing capability	☐	☐	☐	☐
7. Ability to maintain operations management of the business	☐	☐	☐	☐
8. Ability to maintain adequate financial and management control	☐	☐	☐	☐
9. Ability to assist growth businesses	☐	☐	☐	☐

Notes

1. Ability to meet the personal skill needs of the small business owner-manager

The trainer needs to have a basic frame of reference for understanding the owner-manager and what shapes his/her learning needs. This is perhaps best achieved by constrasting the changes in the task structure which occur when a person moves from employment into self-employment, and the basic changes in skills needed that result. Exhibit 4.2 overleaf sets this out.

The newly self-employed person moves, in effect, from a position of basic dependency upon a supervisor or manager, to one of basic dependency upon customers. It is interesting to note that most of the research on small business start-ups in Europe indicates that it is the feeling of independence that is a major motivational factor in starting up a business. Yet, in reality, the owner is merely replacing one set of more certain dependencies for others which are much more uncertain. Owner-managers therefore, feel that they are operating with a great deal of freedom but recognise that they are in positions of uncertainty.

Notes

EXHIBIT 4.2

Changes In Task Structures Employed and Self-Employed

	Employed	Self-employed
Source of next job or task	Manager / supervisor	By selling to customer
Definition of job or task	Manager / supervisor	Self-related to customer need
Planning of tasks	Manager / supervisor	Dependent upon customer orders
Source of appraisal of work and feedback	Manager / supervisor	Customer
Certainty of day-to-day tasks	Fairly certain	Uncertain
Security of employment dependent upon	Management / supervisor in the first instance	Customer orders
Income dependent upon	Management / supervisor in the first instance	Customer orders
Ability to change nature of task structure, working hours, job content dictated by	Management / supervisor	Customer demands
Range of managerial tasks undertaken	Restricted	Wide
Linkage of work with home life	Low	High
Range of problems to be tackled	Normal (within job definition)	Wide (within total business)

To this situation the owner must bring the basic skills associated with the task structure derived from Exhibit 4.2, namely: selling, persuasive and negotiation skills, planning and organising; risk-taking (ability to operate in conditions of uncertainty); problem-solving; delegation and supervisory skills; and holistic managerial knowledge and skills. These are the basic targets for the trainer.

Notes

Small business trainer competency check 1

Ability to Meet the Basic Owner Personal Skills & Needs

	High			Low
	1	2	3	4
Ability to provide selling skills training	☐	☐	☐	☐
Ability to provide negotiation skills training	☐	☐	☐	☐
Ability to provide planning and organising skills training	☐	☐	☐	☐
Ability to train for risk-taking	☐	☐	☐	☐
Ability to provide problem-solving skills training	☐	☐	☐	☐
Ability to teach supervisory skills	☐	☐	☐	☐
Ability to teach holistic management skills	☐	☐	☐	☐

Notes

2. Ability to develop the basic essences of entrepreneurship

The key factors of freedom and uncertainty combine with a number of the major characteristics of the owner-managed business to produce a number of key business 'essences' of entrepreneurship, which considerably influence approaches to training. These essences are set out in Exhibit 4.3. overleaf.

The influence of **ownership** on the way in which the business is operated is considerable, and in turn, affects a number of other key factors. Perhaps the most important of these is the attitude to risk - it is the owner-manager's own money that is at risk and is being spent upon the business. It is also his or her personal assets that are frequently on the line as collatoral for external financing. This means that owners will not always base decisions upon dispassionate analysis of financial forecasts and cash flows, in the same way as the employed professional manager. But the concept of ownership extends beyond financial matters to a much wider variety of aspects of the business including: ways of organising the task structure, systems, style of management, etc. It is in this way that the business becomes the ego. It is important for the trainer to recognise that the ultimate qualification for an owner-manager is the STATE AND STATUS OF THE BUSINESS. This fundamentally affects the motivation to train. He or she is rarely interested in qualifications per se.

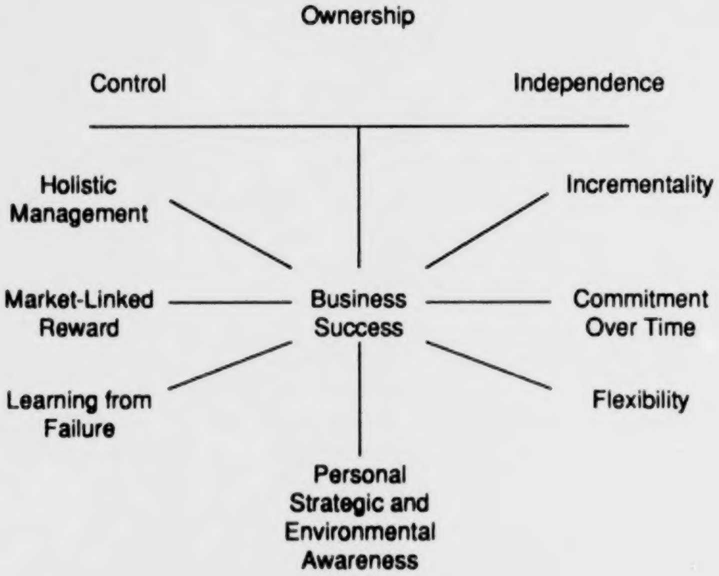
The owner-manager, in theory, has unrestrained **control** of the business. He/she is not constrained by job descriptions and by conventional management demarcations, but is free to interfere at any level and in any way. This tends to add a considerable element of informality to the business's control systems. Indeed, such systems are very frequently based on 'systems' invented by the owner-manager himself/herself.

As has been indicated above and developed further below, the feeling of **independence** often quoted by owner-managers is the key factor in their desire to remain with their own business. It is, in reality, a perceived freedom from the more formal constraints of employment. In practice, however, there is substantial dependence upon customers, suppliers, workers and many other persons and institutions in the environment. It is necessary to meet the demands of this diverse environment for the business to survive. In meeting these demands, perceived 'independence' nevertheless brings with it wide scope for decision-making and for flexibility.

Notes

EXHIBIT 4.3

The Essences of Entrepreneurship in the Owner Managed Small Firm


Ownership
Control
Independence
Holistic Management
Incrementality
Market-Linked Reward
Business Success
Commitment Over Time
Learning from Failure
Flexibility
Personal Strategic and Environmental Awareness

The above three essences of ownership, control and independence lead on to a number of other factors, marking out the owner-managed firm. These have particular significance for trainers and advisers. They include:

- The direct exposure to personal risk, resulting from the assets of the business being seen as personal wealth, naturally leads to a concern for avoidance of unnecessary risk and the pursuit of **'Incremental'** approaches.

- Holistic **management** where marketing, production and finance are integrated together in pursuit of problem-solving and opportunity grasping. Even as the business develops and elements of functional management creep in, there will be considerable overlap between the various management functions.

- The health of the business (and management performance) is seen to be more or less directly a function of the satisfaction of customer needs. Rewards are **market led** and will visibly go up and down with market conditions.

- The freedom to experiment and to **make mistakes** without this being at all damaging to career as in the conventional employee managerial situation. There will thus be an atmosphere of learning from mistakes and through failure.

Notes

- Considerable **commitment** to particular projects and the business over time. The average owner-manager holds the senior executive position in the business for a considerably greater number of years than the employed manager in the top job in a large company.
- The usual existence of a very small management team working together in small group conditions. There will, therefore, be a **personal network** of relationships underpinning conventional formal workplace responsibilities. This can have both advantages and disadvantages.
- The considerable scope, given market constraints, to respond **flexibly** to customer demands. The owner-manager's personal likes and dislikes which influence the way the firm operates may, however, be a source of rigidity
- The tying up of the future of the business with the owner's **personal strategic goals** and his/her environmental awareness. A great many of the strategic decisions taken will be influenced by personal objectives and personal contact networks (often very informal). Where the owner-manager has a strong wider strategic environmental awareness, the business will be less 'exposed'. There may well, however, be a certain degree of myopia, reflecting limited external contacts and limited vision.

It is important that the trainer takes into account the significance of ownership and ego on the way in which the business is run and the manner in which it might be developed. This is likely to limit the impact of acceptance of 'text book' approaches to business development - for example, where these urge the replacement of systems and activities that have been personally 'invented'. Moreover, the personal control of the owner gives enormous potential for the transfer of learning into action, in a way that is much more difficult to achieve with employee managers.

The independence of the owner will have a major impact upon decisions as to whether to attend training courses and whether to put any learning that has been achieved into practice. Personal attitudes to risk-taking and associated incrementality may mean that formal approaches to decision making and investment will need to be modified. It is perfectly possible, for example, that an investment may look extremely good 'on paper', yet may not be pursued because, for example, it places too many of the personal assets of the owner at risk. There will be a need to teach management in an holistic manner. There will be opportunity for the trainer to build the commitment of the whole company to training by harnessing the commitment of the owner-manager.

Notes

Training can be tied in with the development of the business over time - by running programmes that are concerned with 'doing' (for example, entering export markets, new product development, obtaining of new customers and so on). The owner's commitment to the customer and the market provides major opportunities for building motivation for learning: and this can be enhanced by the owner-manager's willingness to experiment and to learn from 'real action' projects. Importantly, there will be the opportunity to encourage learning by widening the owner's personal contacts with the environment in a manner designed to increase his/her strategic awareness of environmental threats and opportunities.

Notes

Small business trainer competency check 2

Ability to Develop the Basic Essences of Entrepreneurship

	High			Low
	1	2	3	4
Understanding of the unique essences of owner-managed firms	☐	☐	☐	☐
Understanding of implications of ownership on the potential for training	☐	☐	☐	☐
Understanding of the impact of independence on training potential	☐	☐	☐	☐
Ability to build from personal control systems	☐	☐	☐	☐
Understanding implications of personal risk and the incremental approach	☐	☐	☐	☐
Ability to deal holistically with management training problems	☐	☐	☐	☐
Ability to harness management commitment to development over time	☐	☐	☐	☐
Ability to utilise market-led approaches for training	☐	☐	☐	☐
Ability to use 'learning by failure' methods	☐	☐	☐	☐
Ability to widen personal strategic and environmental awareness of the owner-manager	☐	☐	☐	☐

Notes

3. Ability to segment the market for survivors, maintainers & growers

There are many millions of very small owner-managed businesses throughout the Community. How widely differentiated they are was noted in the Introduction to this series of Guides. The point has also been made that if a business-like approach is taken to training, this large group of micro-businesses is not just to be seen as one small market, but as a whole series of different market niches.

How the overall market might be broadly segmented has also been described in Guide 1. The key characteristics of the market overall are: that it is highly differentiated; demand is local; customers may be at very different stages of development; customers have very different capability for learning; each customer regards himself/herself as unique, and therefore wants 'appropriate' programmes; and value for money will be required, as will 'hard' results. To cater for this market requires a flexible and entrepreneurial approach.

Overall, however, the SME market of companies under 50 employees can be usefully classified in three major ways:

- **The Survivors:**
  those who have recently started and are in the first few years of operation. As yet, they have not got to the basic survival point of making a profit and a reasonable living for the owner-manager

- **The Maintainers:**
  those who wish merely to maintain their businesses as a source of income and employment, but have no major wish to grow

- **The Growers:**
  those who have aspirations (and some capability) for growth into larger-sized businesses.

Notes

Small business competency check 3

Ability to Segment for Stages of Development

	High			Low
	1	2	3	4
Knowledge of variety of methods of segmentation of needs	☐	☐	☐	☐
Ability to segment for survivors	☐	☐	☐	☐
Ability to segment for maintainers	☐	☐	☐	☐
Ability to segment for growers	☐	☐	☐	☐

Notes

4. Ability to plan for survival

The **Survivors** are companies that are still finding their way on the market. They all have two major sets of problems:

- those resulting from inadequacies in pre-planning the start-up phase of the business
- those resulting from unforeseen problems - for no matter how good the planning, the real world is never the same as foreseen in the plan.

Problems relating to lack of pre-planning during start-up may include:

- those relating to the lack of validity of the original idea
- those relating to inadequacies of production standards, quality, cost and price
- those relating to financial planning
- those relating to inadequate negotiation of terms with customers, suppliers, leasers of property, partnership arrangements etc.
- those relating to inadequacy of basic management systems, for control purposes
- those relating to the environment, dealing with statutory obligations and relationships with the professions, such as banks, accountants etc.

These problems all relate to the'stages'of the start-up process referred to in Guide 3 (Exhibit 3.2). The Trainer can thus use the checklist of start-up tasks and learning needs in Exhibit 3.4 in Guide 3 as a problem diagnostic instrument for 'survivors'.

Problems with the validity of the idea may include:

- inadequate initial thought given to which needs are being met by the product or service, and therefore which benefits are being given to the customer
- problems of acceptability of the product or service to the customer
- lack of sufficient customers
- lack of awareness of competition
- inability to sustain the quality of the product or service to an acceptable standard
- problems relating to protection of intellectual property
- difficulties in entering the market against established competition or 'closed' channels.

Notes

Problems relating to the inadequate planning of the 'resourcing' stage may include:

- failure to obtain adequate utilisation of capital, labour and other assets
- failure to achieve planned efficiency standards
- failure to achieve adequate quality control
- too high levels of wastage
- inadequate costing and pricing
- inadequate resource (production) management.

Problems relating to the inadequacy of the business plan and subsequent negotiation may include:

- inadequacy of cash flow forecasts
- inadequate provision of overdraft facilities and debt servicing
- over-trading
- inadequate margins
- inadequacy of contracts with customers, suppliers
- failure to meet sales targets
- problems with legal aspects of the business re property, legal status, employment etc.

Finally, there will be problems relating to inadequate planning of on-going business systems including:

- inadequacy of reporting systems
- failures to report adequately to banks and other lenders
- failure to take proper account of provision for taxation
- failure to provide for basic production information systems
- failure to comply with statutory and other environmental legal obligations
- problems with obtaining adequate services from advisers and professionals.

Almost certainly, many of the problems of those struggling for survival in the first years of business will relate to inadequate planning. There will, therefore, be a need for the trainer to take them through the basic planning stages of business development as a means for them to recognise where there are problems, and how these might be overcome.

Notes

Small business trainer competency check 4

Ability to Plan for Survival

	High			Low
	1	2	3	4
Ability to re-validate the business idea	☐	☐	☐	☐
Ability to reappraise resource acquisition, output standards and pricing	☐	☐	☐	☐
Ability to reappraise business plan overall	☐	☐	☐	☐
Ability to reappraise cash flow forecasts	☐	☐	☐	☐
Ability to reappraise negotiations with customers, suppliers and workforce	☐	☐	☐	☐
Ability to adequately cater for basic systems in running the business	☐	☐	☐	☐
Ability to meet statutory requirements	☐	☐	☐	☐
Ability to adequately use professional services	☐	☐	☐	☐

The above framework can also be used for exploring how, and what changes have occurred since the original planning of the business, and to identify the unforeseen circumstances which constitute threats and opportunities to the firm. In effect this means the reappraisal of the original business plan.

Notes

5. Ability overall to help small businesses maintain themselves

The vast majority of micro-businesses probably wish to do no more than to survive, to allow the owner(s) to make a living, remain independent and enjoy the particular life style associated with running one's own business. Large numbers of small businesses in the 'micro' category will be one-person businesses, namely the self-employed. They will be operating not in manufacturing industry, but in a wide range of retail, distribution, transport, construction and other services. If they are to survive they will need as a minimum, to:

- keep in touch with major changes in the statutory and wider competitive **environment**
- maintain their **individual personal ability** as leaders and managers of companies, and adequately develop their workforce in this respect
- keep abreast of changes in **basic management techniques**, applying new techniques, as and where appropriate
- maintain their managerial competency in **key management functions** particularly marketing, production and finance.

Coping with the **environment** will necessitate keeping abreast of changes in: taxation, affecting capital investment, income, wealth and the transfer of assets; industrial relations legislation covering employment contracts, health and safety remuneration, pensions, rights of workers in respect of dismissal and hiring, and training; the statutory environment including planning regulations, clean air and materials usage and emission, consumer protection, product standards and design; company law; intellectual property rights, research and development; and forms of financial and other assistance. This allows scope for the trainer to regularly update firms by information seminars and workshops.

Personal **managerial abilities** can be developed by a variety of means, identified in Guide 1 earlier. Such skills as negotiation, presentation, selling, problem-solving, creativity, leadership, communication and interpersonal skills, decision-making, personal time management may all need to be developed. This produces a wide range of opportunities for short programmes and workshops which can appeal to all micro-small business owner-managers, irrespective of the nature of their business.

Notes

In addition to these personal abilities, there will be a limited need to keep up to date with relevant advances in **managerial techniques** and technology, including: the use of micro-processors; mechanised accounting systems; word processing; methods of output measurement and standards settings; methods of investment appraisal and distribution techniques. This provides the Trainer with the potential for a range of programmes which in this context, however, must be carefully tailored to the specific sector and capability of the business. One of the major problems that the owner-managed micro-business has with applying management techniques and new technology, is its lack of immediate 'appropriateness' to the nature of his/her own business.

Finally, there will be a need for the owner-manager to keep abreast of the basic management of his business in **key functional areas,** particularly marketing, operations and finance, and ensure that his staff are also adequately equipped in this respect. Suitable training approaches will necessarily be based on helping the owner-manager solve problems and grasp opportunities.

Small business trainer competency check 5

Ability Overall to Maintain the Business

	High			Low
	1	2	3	4
Ability to keep abreast of changes in taxation	☐	☐	☐	☐
Ability to keep abreast of changes in employment law	☐	☐	☐	☐
Ability to keep abreast of changes in law relating to product design, research and development and standards	☐	☐	☐	☐
Ability to regularly update sources of advice and assistance	☐	☐	☐	☐
Ability to train for personal managerial skills development	☐	☐	☐	☐
Ability to keep up to date with managerial techniques, computerisation and technology change	☐	☐	☐	☐
Ability overall to update basic functional management	☐	☐	☐	☐

Notes

6. Ability to maintain marketing capability

The framework, within which marketing problems can be addressed, is shown in Exhibit 4.4. This exhibit emphasises that the key focus of the business must be on meeting the needs of customers, rather than producing a product or service. At any given point in time the business can be 'profiled' in terms of its existing position in the market, its knowledge of the environment, its capability to sell, its methods of reaching the market (marketing mix) and, overall, the coherence of its marketing strategy. Common problems that are likely to arise in respect of each of these areas are as follows:

- **needs**
  lack of awareness of changing customer needs or incorrect analysis of needs, so that products or services are ill-designed and presented or are out of date. All products and services are only valid on the market insofar as they meet needs. These needs are constantly changing. Thus, even the local store has to consistently monitor and change its stock range to cope with the changing demands of customers. It may have to change the method of presentation and other needs that are not being met, for example, the hours of opening.

- **products**
  there will be a need to monitor the business carefully, in terms of changing product or service profit contribution over time. It is basically necessary to note what is going up, what is going down and why,and to look for new products or product improvements in response to changes in the environment and customer feedback.

- **customers**
  there will be a need to become consistently aware of what makes a good customer and which of the customers are themselves healthy and likely to grow in their demand for the businesses' goods and services. Thus, it will be necessary to monitor the health of customers, to note changes in customer numbers and purchasing habits, to note those customers who are repeat customers and to consistently attract new customers. Overall, it will be necessary to ensure that there is not too great a dependency upon any single customer.

- **area**
  it is frequently the case that small businesses do not systematically exploit the potential of each geographical area to which they sell, but, in fact, respond randomly to sales enquiries. Problems arise therefore, in having excess distribution costs

Notes

relating to the limited exploitation of particular areas which the company is servicing. Usually, further sales opportunities can be found by clearly identifying the existing sales area base of the company and pursuing a policy of systematically 'filling out'.

- **channels**
  it may well be that the business operates not directly with the customer but partly, or wholly, through intermediary distributive channels. It needs, therefore, to carefully monitor the health of its distributors, to note its dependency upon them, and to be at the same time aware of what the ultimate customer is feeling and doing.

- **competition**
  it will not only be important to monitor competitive activity but also to learn from it. This means keeping up to date with numbers of competitors, their health, their product and service portfolio and their strengths and weaknesses. Lack of knowledge of competitors and an inability to learn from their example is the main problem for many small businesses.

- **environmental scanning**
  this means keeping abreast of new technology and new products, market and customer developments. For the small business this frequently means reading the relevant trade press, regularly attending exhibitions to keep in touch with customers and new technology and absorbing new technology, via suppliers of machinery and equipment.

- **managing selling**
  which means ensuring not only that either directly, or indirectly (through agents), the company image and products are projected to customers and potential customers, but also that the owner, agents and salesmen are motivated adequately and equipped to sell the 'benefits' of the company service. There will also be a need to ensure that there is adequate feedback from sales persons and agents about competitors, changing customer needs, and reaction to company products and services.

- **reaching the customer**
  (marketing mix) - this includes adequate provision for ensuring that with advertising, public relations, packaging, promotions, design, market research, pricing, distribution, credit, promotional literature, letterheads and logo, and personal presentation, there is full support for key business products and services. These should coherently emphasise the benefits to the customer and the needs that are met.

Notes

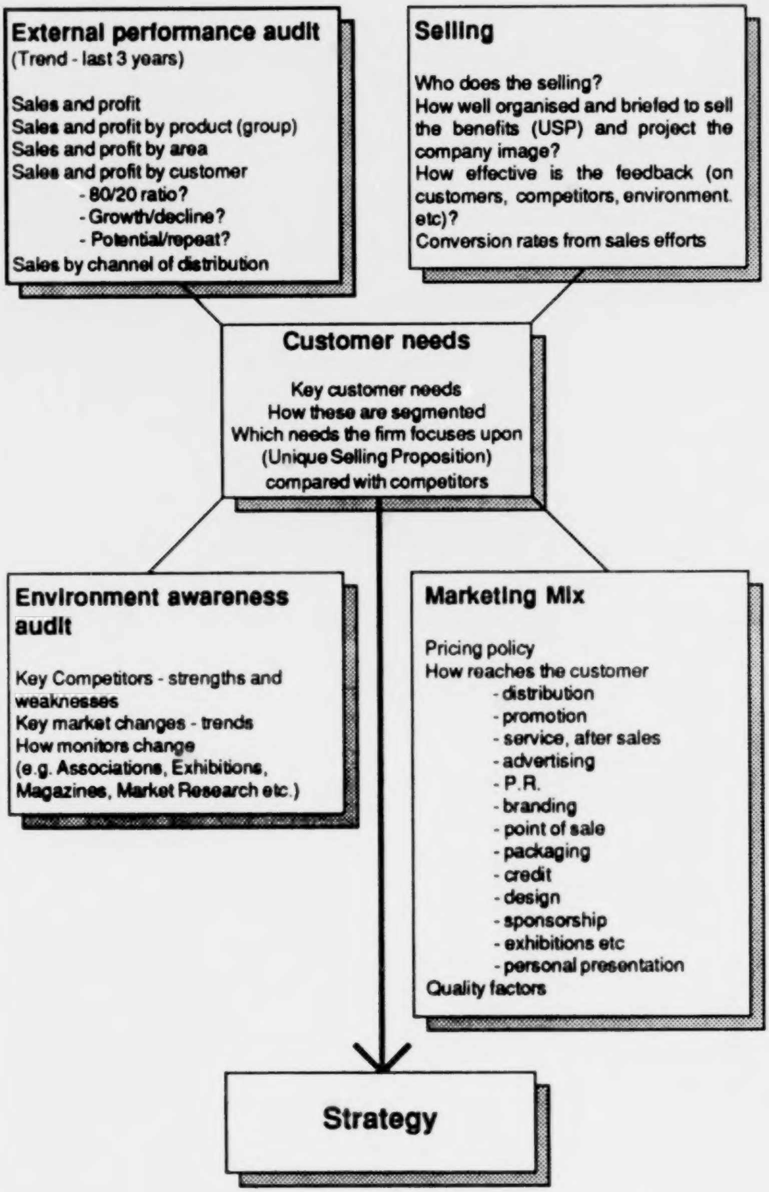
- **marketing strategy**
  overall, the need to ensure that the above framework, as in Exhibit 4.3, is coherently brought together and dynamically kept alive as customer needs change, so that the company develops in a coherent fashion.

Marketing problems that arise in the small business will all occur within the framework described above. The Trainer can help the owner-manager understand the framework and improve his/her ability to monitor the marketing strengths and weaknesses of the business and thereby, anticipate problems and grasp opportunities. This might be done by a series of specific workshops focused on each of the above aspects or by a 'general overview', aimed at enabling the owner-manager to understand better the position of his/her own business on the market.

Notes

EXHIBIT 4.4

Marketing - a Simple Review Framework



External performance audit
(Trend - last 3 years)

Sales and profit
Sales and profit by product (group)
Sales and profit by area
Sales and profit by customer
- 80/20 ratio?
- Growth/decline?
- Potential/repeat?

Sales by channel of distribution

Selling

Who does the selling?
How well organised and briefed to sell the benefits (USP) and project the company image?
How effective is the feedback (on customers, competitors, environment etc)?
Conversion rates from sales efforts

Customer needs

Key customer needs
How these are segmented
Which needs the firm focuses upon
(Unique Selling Proposition)
compared with competitors

Environment awareness audit

Key Competitors - strengths and weaknesses
Key market changes - trends
How monitors change
(e.g. Associations, Exhibitions, Magazines, Market Research etc.)

Marketing Mix

Pricing policy
How reaches the customer
- distribution
- promotion
- service, after sales
- advertising
- P.R.
- branding
- point of sale
- packaging
- credit
- design
- sponsorship
- exhibitions etc
- personal presentation

Quality factors

Strategy

Notes

Small business trainer competency check 6

Ability to Maintain Marketing Capability

	High			Low
	1	2	3	4
Ability to undertake customer needs analysis	☐	☐	☐	☐
Ability to analyse existing product/service performance	☐	☐	☐	☐
Ability to evaluate existing and new customer performance and potential	☐	☐	☐	☐
Ability to undertake sales/product/ service area analysis	☐	☐	☐	☐
Ability to review capability, performance and potential of distribution channels	☐	☐	☐	☐
Ability to analyse competition	☐	☐	☐	☐
Ability to undertake environmental scanning	☐	☐	☐	☐
Ability to monitor effectively sales person and sales agent performance and to obtain feedback	☐	☐	☐	☐
Ability to design appropriate ways of reaching the market	☐	☐	☐	☐
Ability to develop overall strategic market plan	☐	☐	☐	☐

Notes

7. Ability to maintain operations management

Operations problems will relate to the four key areas identified in Exhibit 4.5. A business will be operating efficiently and effectively if it is: maximising utilisation of labour, capital, land and premises; achieving maximum through-put rates in relation to the application of these resources; minimising wastage of materials and components; and ensuring maximum adherence to quality standards. The small firm is likely to face a wide range of problems in operations management, whether it be operating in a retail, service or manufacturing business. Such problems will include for example: inadequate supervision/ management; supply failures; excessive down-time because of breakdowns of machinery or vehicles or labour absenteeism; inadequate labour flexibility or skills; remuneration and rewards systems; layout; distribution; output and delivery planning; process flexibility; health, safety, hygiene and other working conditions; and inventory management and movement. All of these problems occur from time to time in all types of business. They are important insofar as they lead to lower utilisation, efficiency, and quality or increase wastage. All operations problems will impact upon these four key control factors.

Any business will therefore need to set up elementary measures of these factors, for example, as follows:

- **Utilisation**
  measured as the number of productive labour hours as a ratio of the total hours available. Alternatively measured as a ratio of machine hours worked, compared with the total available: or alternatively as a measure of space utilised, compared with the total space available.

- **Efficiency**
  measured as: the number of units produced/sold per given time period during the productive working of machinery or labour; turnover or profit contribution per square metre in respect of retail premises; or performance against time standards for machines or labour when the 'product' itself can not be simply measured.

- **Wastage**
  measured as the ratio of material bought in, to that sold to the customer. For example, in retailing this would be the ratio of total goods bought to those sold (a measure, in fact, of 'leakage' through theft, deterioration, etc.).

- **Quality**

Notes

measured by the number of rejects on the production line (in manufacturing); the number of customer complaints; or, in the case of service businesses, the amount of re-work that needs to be done free of charge, as a proportion of the total sales.

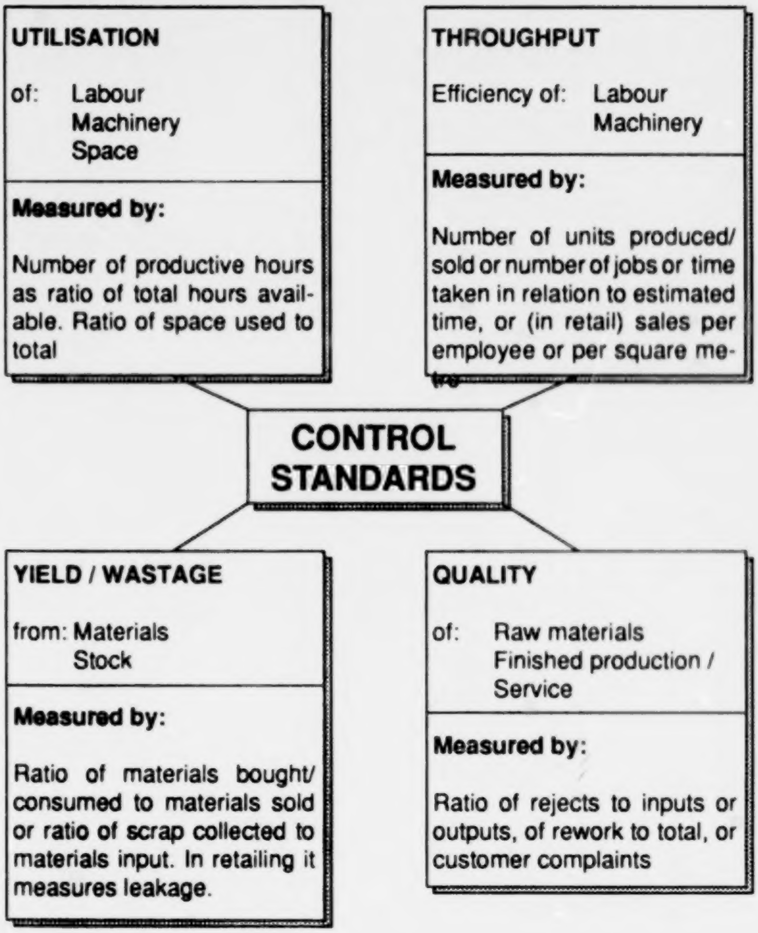
The framework in Exhibit 4.5 can apply equally to manufacturing, retail or service sector. In retailing, for example, utilisation may well be measured in terms of sales per square foot or per assistant, wastage by the ratio of stock bought to stock retailed and quality by the number of customer complaints or products returned. Similarly, in a service business, for example motor vehicle repair, utilisation may be measured by the number of hours of labour actually spent on the job as a ratio to hours worked; efficiency by the number of productive hours sold out as a ratio of those worked, wastage by the ratio of materials bought to those sold; and quality by the amount of re-work and customer complaints.

The trainer can use this framework as a means of encouraging the owner-manager to set standards for utilisation, efficiency, wastage and quality, and as a lead into solving many of the problems of layout, supervision and so on mentioned above.

Notes

EXHIBIT 4.5

Operations Management and Control
A Simple Review Framework



UTILISATION

of: Labour
Machinery
Space

Measured by:

Number of productive hours as ratio of total hours available. Ratio of space used to total

THROUGHPUT

Efficiency of: Labour
Machinery

Measured by:

Number of units produced/sold or number of jobs or time taken in relation to estimated time, or (in retail) sales per employee or per square metre

CONTROL STANDARDS

YIELD / WASTAGE

from: Materials
Stock

Measured by:

Ratio of materials bought/consumed to materials sold or ratio of scrap collected to materials input. In retailing it measures leakage.

QUALITY

of: Raw materials
Finished production / Service

Measured by:

Ratio of rejects to inputs or outputs, of rework to total, or customer complaints

Notes

Small business trainer competency check 7

Ability to Maintain Operations Management of the Business

	High			Low
	1	2	3	4
Ability overall to undertake operations problem-solving	☐	☐	☐	☐
Ability to develop means of ensuring maximum utilisation of labour, machinery and space	☐	☐	☐	☐
Ability to develop means of ensuring maximum output efficiency or individual/group service performance	☐	☐	☐	☐
Ability to develop means of setting and controlling quality standards	☐	☐	☐	☐
Ability to develop means of minimising wastage and leakage	☐	☐	☐	☐
Ability to develop adequate and appropriate measuring systems for the above	☐	☐	☐	☐

Notes

8. Ability to maintain adequate financial and management control

The financial problems and opportunities of small micro-businesses can be explored within the framework set out in Exhibit 4.6. This makes a distinction between: the management control and the financial control of the business at three levels:

- that relating to any regular annual reports and accounts prepared for tax and presentation purposes - therefore of an historical nature.
- the ongoing (day to day) monitoring of the business
- the systems upon which such ongoing monitoring is based

From the operating viewpoint, the critical area is the middle section, namely, that of day to day monitoring and control. On the management control side problems may relate to:

- Overall inadequate information about revenues, profits and costs of the business.
- Inadequate turnover
- Inadequate profits gross or net
- Labour or other direct costs growing out of line
- Increasing overheads
- Inability to measure individual product or service contribution and associated net profit
- Inability to measure departmental or sectional costs or contributions

On the financial side problems likely to arise are:

- Weaknesses in the monitoring of cash and assets.
- Chronic shortage of cash overall
- Pressure from the bank in relation to external borrowing
- Debtor or creditor control
- Provision for taxation
- Day to day cash management
- Management of stock and work in progress
- Overall asset management of the business
- Appraising investments in new plant and machinery

The development of **appropriate** systems and understanding of the operating financial and management control of the business is the overall key to maintaining health. The trainer will find opportunities to build short seminars or project-based programmes around each of the above topics.

Notes

A problem with many small businesses is the lack of adequate basic record and information systems upon which to build management and financial control systems. Therefore, at the basic level, programmes may be needed to introduce small businesses to basic book-keeping systems, cash flow management and forecasting systems, basic budget control systems, basic sales and purchases ledgers, and estimating and cost control procedures. This provides the opportunity for a variety of programmes.

Notes

EXHIBIT 4.6

Finance and Control
A Simple Review Framework

Finance control	Performance	Management control
Balance Sheet (Trends) Return on capital Company liquidity Company gearing (use of funds) Trends over time in net worth	**Overall results**	**Profit and Loss** (Trends) Sales Profit Stockturn Added value Cost structure Breakeven
Liquidity Management Cash Flow Creditor and debtor control Bank position - Overdraft agreement Tax liability Stocks & WIP	**Ongoing management (Budgets)**	**Operating Accounts** (departmental area) Trends as for items in P & L above Contribution and cost structure by department Product cost and contribution Trends
Book-keeping Sales and purchases ledger VAT and PAYE records Cash book Invoicing	**Information base**	**Cost Control** Wages records Job/process Records & Costing sheets Estimating book Stock records

Notes

Small business trainer competency check 8

Ability to Maintain Adequate Financial and Managerial Control

	High			Low
	1	2	3	4
Ability to interpret published or other accounts prepared for tax purposes	☐	☐	☐	☐
Ability to interpret profit and loss accounts	☐	☐	☐	☐
Ability to undertake balance sheet analysis	☐	☐	☐	☐
Ability to develop appropriate operating management control systems	☐	☐	☐	☐
Ability to develop budgetary control systems	☐	☐	☐	☐
Ability to undertake cost analysis	☐	☐	☐	☐
Ability to monitor cash and undertake cash flow analysis	☐	☐	☐	☐
Ability to develop appropriate systems for debtor/creditor control	☐	☐	☐	☐
Ability to monitor work in progress	☐	☐	☐	☐
Ability to appraise investment in new plant and machinery	☐	☐	☐	☐
Ability to develop basic book-keeping and ledger systems and cost control/profit estimating sheets	☐	☐	☐	☐

Notes

9. Ability to assist small growth businesses

It is likely that only a small proportion of the total population of small businesses will have ambitions for growth on anything more than a modest scale. Growth can be defined in terms of turnover and profits, but is most correctly defined by an increase in the net assets of the business over time. Such an increase (barring acquisitions) is brought about only by selling more to new customers, or to existing customers, of the same products, new products or of modified products at a profit. Most micro-businesses grow, not through any major pre-determined strategy, but by incremental development of customers and markets.

A framework for the trainer and owner-manager's consideration of the potential for, and process of, growth is described in Exhibit 4.7. It is broadly divided into:

- An evaluation of the base performance of the business
- An evaluation of the potential of the business to grow
- The plan for growth

The base performance of the business can broadly be evaluated using the frameworks of marketing, operations and financial/ management control described earlier in respect of maintaining the business.

An evaluation of the potential for growth focuses upon:

- The availability of **resources** in the business including finance, labour, capital and machinery, premises and managerial and supervisory slack.

- The **Ideas** base of the business, measured in terms of the number of new product ideas researched and developed and at an appropriate stage of development.

- The **leadership** base of the business in terms of style of leadership, degree of delegation, strength of the management team, degree of functionalism in the business and personal capability, ambition and goals of the owner-manager.

- The **control** base of the business - how well it is monitored.

- The **experience** base of the owner-manager and his team in terms of: range of marketing experience outside of local areas; experience of product diversification; experience of research and development; experience of raising finance, experience of

Notes

moving locations, and experience of different production and process technologies.

It has been argued earlier, that most planning in the small business will focus around specific projects, for example new product or market development. Such a plan will have as its key components:

- A clear statement of a proposed new product or market venture, including the needs that are being met, customers, evidence of customer acceptability, size of market and ability to enter the market.
- A statement of the existing ability and background of the management team and company performance to date.
- The resources required for the new venture including the estimated scale of production and indications of where, how and from whom the resources are to be acquired.
- The way in which the market is to be entered, the sales plan and the marketing mix to support it.

and finally

- The financial forecast, setting out clearly sales and profit forecasts along with cash flows.

The framework described above provides the basis for training intervention in support of growth. Overall, it can be used to allow the would-be growth business to explore its present position, its potential and its plan for growth, and to identify areas for training support. For example, there may be training needs in respect of the ability of the business to achieve satisfactory basic performance in the marketing, operations and financial areas. There will be a need to explore the ability of the manager(s) to develop and utilise the potential of the business to grow by improving its control systems, identifying its resource requirements, developing new ideas, developing its leadership and management team and building upon its existing experience, while making up for its lack of experience in other areas by new learning. Finally the production of a business plan can be supported by the trainer for use, both by the business itself, and in its dealings with the relevant environment, such as banks, government departments, customers, suppliers etc.

Notes

EXHIBIT 4.7

The Small Growth Business
The Three Stages of Appraisal

THE PERFORMANCE

How good is the company's current performance?			
A	In the Market?	In Production?	In overall financial and profit terms?

THE POTENTIAL

How strong is the company's base potential for growth?					
B	Resources Base	Experience Base	Leadership Base	Control Base	Ideas Base

THE PROJECT PLAN

How sound is the specific growth project plan?					
C	The Objectives (Targets)	The Market?	The Scale & Resource Requirement	The Ability and Commitment	The Financial Projection?

Small business trainer competency check 9

Ability to Assist Small Growth Businesses

	High			Low
	1	2	3	4
Ability to understand basic framework for growth	☐	☐	☐	☐
Ability to undertake basic performance review and training in marketing, operations and financial/management control	☐	☐	☐	☐
Ability to undertake reviews of resource/potential	☐	☐	☐	☐
Ability to undertake review of leadership potential	☐	☐	☐	☐
Ability to undertake review of ideas potential	☐	☐	☐	☐
Ability to undertake review of control potential	☐	☐	☐	☐
Ability to undertake review of experience potential	☐	☐	☐	☐
Ability to develop business plan	☐	☐	☐	☐

Notes

ANNEX 1

Small Business

Matrix to show details of programmes/activities in EEC member states

C. SMALL-BUSINESS : MATRIX TO SHOW DETAILS OF PROGRAMMES/ACTIVITIES IN EEC MEMBER STATES

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
Belgium													
I. (Open)	Programme for education & guidance of start-ups & small businesses	Craft,service & sub-sectors of service,retail businesses	Limburg Business School of Econ. Generale de Banque Hasselt	Lecturers from the LBSE, practitioners in the field	Knowledge & experience of individual businesses	National	Part I:14 x 3 hrs Part 2:14 x 3 hrs Part 3:14 x 3 hrs	12 months	Part-time	1	15-20	Medium	Yes
2.	Institute for Permanent Training & Education	Craft, service & subsector of service, retail business	Regional Govt. of the Flemish & the French speaking communities	Vocational Centres	Practitioners as teachers	National	a) Apprenticeships: 5 days per week b) Entrepreneurship education 128 hrs per yr	a) 3-4 years b) 3 years	a) Part-time b) part-time	I	-	Medium	Yes
3. (Open)	Seminars, lectures,workshops,guidance, consultancy	Micro-businesses	Professional organisations, banks, private businesses, Chambers of Commerce	Practitioners, Chambers, educational sector	Knowledge of individual business areas	National	Varies	Varies	Part-time	Various	Various	Medium	Yes
Denmark													
I.	Export Manager for rent	Crafts, small businesses	-	Danish Federation of Crafts & Small Industries	Consultants in field	National	20-60 days	6-12 months	-	-	15-20 companies per year		- -
2. (Open)	The Start-up Scheme	Technology-based firms	Ministry of Industry	The Two Technology Institutes	-	National	-	Up to 4 yrs	-	-	600	-	-
3. (Open)	Campaign Activities for Entrepreneurs	All	Ministry of Industry	-	-	National	3-4 hours	-	Part-time	40	800	-	-
4. (Open)	The Entrepreneur Group in the County of Aarhus	Craft,service, retail, ethnic minorities	The County of Aarhus	-	-	Local	Varies	-	Both	-	600	Low	-

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
France													
	Owner-Manager Programme	Owner-Managers in industrial and innovative service sectors	-	Business Schools (managed by Chamber of Commerce)	Professional Trainers	National	25 days	1 year	Part-time	3-4	40 in each Chamber involved	High	Cases
Greece													
I.	PAVE	Small business entrepreneurs	ELKEPA	-	Depends on programme	Regional	-	16 months	Part-time	3	60	Medium	-
2.	Training of staff for craft co-ops	Graduates in business & eng. plus others	EOMMEX	-	EOMMEX staff & experts in the field	Regional	-	4 months	Part-time	2	20	Medium	-
Ireland													
1.	Business Development Programme	Regional or national market business	Irish Management Institute plus private sponsors	IMI Staff	-	Regional	30 days	18 months	Part-time	1-2	18	Medium	No
2.	Export Development Programme	Regional or national market business	I.M.I. plus private sponsors	I.M.I. Staff	-	Regional	20 days	11 months	Part-time	1	16	Medium	No
Italy													
1.	COSVIM	SME Owners	SDA Boccini University	-	-	National	-	-	-	-	-	-	-
2.	Advanced course for new entrepreneurs	Starters of micro-businesses	CONFINDUSTRIA	ISTUD	-	National	12 weeks	6 months	-	-	-	-	-
3.	Courses for SME owners	Owners of existing SME's	Public funds	ASSEFOR	-	National	-	-	-	-	-	-	-
4.	Courses for owners of craft firms	Owners of existing craft firms	Private	ECIPA	-	National	-	-	-	-	-	-	-
5.	Courses for acting partners & M.D.'s of new co-ops	Young M.D.'s of co-operatives	Private	INFORCOOP	-	National	-	-	-	-	-	-	-

Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
6.	Courses for new & existing SME owners in Southern Italy	New and existing SME owners in Southern Italy	Public funds	FORMEZ	-	Regional	-	-	-	-	-	-	-
Netherlands													
1.	Courses for entrepreneurs	Entrepreneurs	Self-financing	Co-ordinating Institute for SME's	Experienced in field	National	2 days or 4 evenings	2 or 4 weeks	-	35	560	-	Yes
2.	Additional schooling for contributing wives	Contributing wives	Women Counsel NCOV	Women Counsel NCOV	Experienced in field	National	1 day	-	Full-time	5-10	150	-	-
3.	"Enterprising Women"	Women entrepreneurs	-	Women Counsel NCOV	SME Specialists	Regional	8 days	8 months	Part-time	1	25	-	New materials being developed
4.	Entrepreneurship	Successful entrepreneurs	Self-financing	Regio Baak	Entrepreneurs & specialists	Regional	12 days	6 months	Part-time	6	120	-	Materials being developed
5. (Open)	Courses for entrepreneurial education	Employees in industry who want to start up a business	Ministry of Economic Affairs, Ministry of Education & Sciences	Foundation for branch-specific courses for entrepreneurial education	People with expertise in the relevant field	National	Varies	-	Part-time	Various	-	-	-
6.	You attain more with your own business	Women	Regional authorities	Women Counsel NCOV	Experts in entrepreneurship	National	2 days	2 days	Full-time	5-10	150	-	-
Portugal													
1.	Entrepreneur course	Young graduates	Welding & Quality Institute	Welding & Quality Institute	-	Regional	450 hours	9 months	Part-time	1	15	High	Comprehensive manual
2.	Training and company integration of cadres	Fresh graduates	IAPMEI and IEFP	Consultants	Deep knowledge of SME problems	National	180 days	12 months	full-time	1	60 - 90	High	No

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
Spain	Production of Design in SME's	Directors of SME's	National Employment Institute (INEM)	INEM with varied support	Specialists in Enterprise Creation	In certain regions only	6 months of direct work with SME's 6 months design consultancy	One year	Full-time course followed by Part-time application	7 a year	70 persons	High	Yes for different sections
U.K.	Private Enterprise Programme	Small Business under end year	U.K. Training Agency	Colleges, Consultants, Enterprise Agencies,Chamber of Commerce	Problem-solving approach required	National	1 day courses	1 day	Full-time	Approx 2300	30,000	Low	Yes for each of 13 modules
	Firm Start Programme	Small Businesses under 1 year old	U.K. Training Agency	Colleges, Consultants, Enterprise Agencies,Chamber of Commerce	Problem-solving approach required	National	Varies up to 20 days	Over 6 months	Full-time	2	32	Moderate/high	Varied materials used
	Growth Programme	Small Businesses with growth potential	U.K. Training Agency	Colleges, Consultants	Problem-solving approach required	National	10-20 days	Varies up to one year	Part-time	Difficult to assess - no figures available	305	Moderate/high	Certain guidelines available
	Management Extension Programme	Existing small businesses and unemployed managers	U.K. Training Agency	Colleges, Consultants, Enterprise Agencies,Chamber of Commerce	Problem-solving approach required	National	10-15 days plus counselling	Over 3-5 months	Full-time	2300	2300		Certain guidelines & evaluation available

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Country	Programme Name	Target Group	Sponsor	Main Deliverer	Special Trainer Needs	National or Regional	Length	Duration	Full or Part-Time	Numbers of Programmes Per Annum	Volume of Persons Per Annum	Degree of Innovation	Materials Available
West Germany I.	Technologic consultancy for Business start-ups in the field of high tech	Ministry of Technology	Ministry of Technology (TOU-initiative)	-		National	-	-	-	-	-	High	-
2.	Business Start-up: Pilots support young entrepreneurs	For people starting up their own business	Various	Banks & Chambers in Cologne	Retired Managers & entrepreneurs	Regional	Varies	Varies	Part-time	-	-	High	Brochure available
3.	Consultation on technological matters by the state of North Rhine - Westfalia	Small & medium sized businesses who do not have their own R & D departments	State of North Rhine-Westfalia	Independent Consultants: Professors	-	National	Up to 25 days	-	Both	-	-	-	-
4.	As above but in BadenWurttemberg	All interested	State of Baden-Württemberg, Federal State	Independent Consultants, Consultants from Chambers	-	Regional	Up to 50 days	Up to 6 years	-	-	4000	-	-
Luxembourg 1.	Advanced course for owners of existing craft firms	Owners of existing craft firms	Public funds Luxembourg Chamber of craftsmen	Luxembourg Chamber of Craftsmen	Professional trainers, Experts in the field	National	Varies	-	Part-time	-	3.000	-	-
2.	Advanced courses for tradesmen	Owners of commerce and tradesfirm	Public funds of Chamber of commerce	Luxembourg Chamber of Commerce	Experts in the field	National	Varies	-	Part-time	-	2.000	-	-

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ANNEX 2

European 'Existing Business' Cases

Belgium

Project Manager for Small Business

This is a business programme for those who are unemployed or those facing unemployment. (The course can also be used for Pre-start-up training for the unemployed.) It is available to both the French speaking and Flemish speaking community. It is operated through the vocational education centres throughout the country. The aim is to combine training with placement of the unemployed in small businesses to manage projects or solve problems as a form of action learning. It is hoped that, by this means, the unemployed will find a job due to contacts with small businesses during the programme. The programme is open to any unemployed person: there are no age restrictions and no previous working experience required.

The programme consists of four weeks of theory, then ten weeks during which four days of each week are spent in the small business and one day in the vocational centre, and finally an overall five to six months of field work.

The programme is sponsored by Vocational Educational Centres and by the Ministry of Employment and is run right across the country. There are two programmes a year. The evaluations indicate that over one third of the placements find a job in the small business where they do their field work, and the remainder find jobs due to contacts with other small businesses during the programme.

Contact: National Employment Office
(Office Nationale D'Emploi)
Hoofdbestuur RVA/ONEM
Keizerslaan 7
1000 Brussells
Tel No. 02/513.82.80

Notes

Denmark

Counselling Support Programme*

The Programme allows for counselling at subsidised rates for one year before the start of a production orientated company, to three years after the company has started. The programme is open to industrial companies not older than three years. It is sponsored by the Ministry of Industry and operated through the two Technology Institutes in Denmark. It has over 600 clients a year.

The scheme can be interpreted in different ways. For example, it was used to enable someone to acquire a production company, selling shoulder pads to the clothing trade. Someone who owned a small shop was enabled to move into industry, taking over a Company with a turnover of K300.000 a year. The participant has to pay only 25% of the Consultant fees, the remainder being paid by the Danish Minister of Industry. Consultancies are available on a wide variety of topics. For example, in the case of the firm producing shoulder pads, the consultancy focused not only on the acquisition of the company but on facilitating the export of its products. In the case of this company, the turnover has risen from K300.000 in 1984 to over K5.000.000 in 1987.

Contact: Mr Thorkild Bjerremand
Juttland Technological Institute
Teknologiparken
DK 8000
Aarhus
Denmark
Tel. 06 142400

** This scheme is also open to pre-Start-up and Starters.*

Notes

France

HEC Entrepreneurs

This programme is run at the Hautes Etudes Commerciales (HEC), a major business school in France with support of the Chamber of Commerce of Paris. It is aimed at College Graduates, or people over 24 without a diploma but with over two years experience as managerial staff. It is also open to HEC students in their third (final) year. The programme is aimed at raising the level of capability of SMEs and/or their assistants. It covers four terms. The first term focusses on accounting and finance, with fieldwork concentrating on both start-up and business take-over. Teams are supervised by experts. The second term involves a full time period working as a manager or on a start-up or a real take-over. The third term implies acting as a consultant in management development with a one week period in a retail store, supplemented by various seminars and communication and negotiation exercises. The final term involves working on some aspect of a research thesis. Thus, following this programme, it is possible to obtain an HEC Diploma and a Masters Degree in Entrepreneurship (1 year after graduation). The programme is organised by HEC faculty, complemented by professionals and experts with experience in SME consulting. It operates in Jouy-en-Josas near Paris and will be introduced into nine other sites in 1990. The fee totals Fr.20,000 but Paris Chamber of Commerce and public funding is available. It covers some forty students at HEC. The programme is being extended with the help of the International Foundation of Entrepreneurs.

Contact: Monsieur Robert Papin
HEC - Majeure Entrepreneurs
1 Bd. De la Liberation
78310 Jouy en Josas

Also

Fondation Internationale des Entrepreneurs
127 Rue de la Tour
75116 Paris

Notes

Germany

Advanced Course Innovation Management and Innovation Workshop by the Technical University Berlin

From all over Germany, "fresh" graduates of economics, technical and natural sciences, as well as students in their last semester are encouraged to apply for the programme. From the applicants, 30 students are selected on the basis of their educational background. The course serves as preparation for real business life, for the development of management abilities, and for improvement of the chances for successfully becoming independent. Since today's market is characterized by rapid technological development and increased competition, effective innovation management has become crucial.

During the summer semester each year since 1987, the university offers an intensive, 16-week advanced course in innovation management. Students attend the course full-time. Lectures are combined with workshops, case studies, and two major practical projects. In September, during lecture-free time, an additional three-week innovation workshop takes place, in which students are organised in two teams with an adequate mix of educational backgrounds, in order to work on two practical innovation projects in an interdisciplinary fashion.

The content focus of the advanced course is on innovation management in general, new technological developments, organisational development, strategic planning, realisation of specific innovation projects, project management, marketing, financing and controlling, technological transfer, creativity, presentation and moderations, effective communication and leadership, as well as on the solution of conflicts and crises. Participants apply their theoretical knowledge practically by performing innovation management projects and tasks for cooperating enterprises. At the end of each project, the students' success is evaluated by a jury consisting of representatives of the participating firms and of trainers and lecturers.

Materials used are the most modern available. Simulation games are employed extensively and controlled by experts. Lecturers are experienced managers, professional consultants, and professors. The experts come from well-known enterprises - Siemens, Schering, Daimler Benz, IBM, Arthur D. Little, Boston Consulting Group, and Deutsche Bank, among others. The experts have to have the ability to identify needs and customers, to develop appropriate programmes, to deliver programmes effectively, and to evaluate and control them.

Notes

The lectures take place at the Technical University Berlin. Follow-up is offered twice a year by continuing education seminars over several weekends. There, experts, along with the participants, develop practical innovation management strategies and concepts which satisfy actual needs of the participants.

The programme is marketed by advertisements in student-magazines, by notices to universities all over Germany, and by brochures. It is a model-programme financially supported by the Federal Office for Education and Science, the Berlin Senator for Science, Research and Development, and several other sponsors. Costs over three years amount to appr. DM 1,5 mill. . Each participant is charged a fee of DM 120 for materials, case studies, etc.

Contact: Technische Universitat Berlin,
Fachbereich 18, Inst. fur Betriebswirtschaftslehre,
Modellversuch Innovationsmanagement,
Prof. Dr. Volker Trommsdorff (Tel.: 030-314-2266),
Fasanenstr.4/Sekr.FA 9,
D-1000 Berlin 12.

Notes

Greece

Programme for Manufacturing Co-operatives

This programme is run by Eommex, the Helenic organisation of small and medium-sized industries and handicrafts. It is targeted upon industrial co-operatives formed by small manufacturers. These co-operatives supply certain services to their members, including purchasing and supply of raw materials, joint production and joint marketing. However, a major obstacle to the development of the co-operative concept is the lack of well-trained managers. The programme aims, therefore, to cope with this. The programme starts with a selection of suitable candidates whose number does not exceed 20. These are usually graduates of higher education with some experience of business management and with the personality and leadership qualities required. The co-operatives themselves (those who supply managers) are involved in the training procedure.

The training programme is provided for a period of sixteen weeks and takes place both in the classroom and on-the-job.

An interesting innovation is that, apart from the training of the participating managers, special short training courses are designed for members of the board of the co-operative, in order to sensitise them to the value of good management and to prepare the ground for the introduction of newly trained managers. The classroom content of the course not only includes input on the nature and structure of cooperatives in their socio-economic environment, but also on management skills, such as communication techniques, introduction to computerised information systems, and the management of product development and marketing. Following course completion, regular meetings are encouraged of course participants with a view to encouraging them to implement new ideas and share problems.

Contact: Mrs S Chronopoulou
c/o Eommex 16 Xenias Street
11528 Athens
Telephone No. 7702636

Notes

Greece

PAVE-Business Development Programme

This programe is co-ordinated by the Greek Productivity Centre (ELKEPA). This is a programme that has been transferred to Greece from Ireland, where it was originally organised by the Irish Management Institute (IMI). The programme is also supported by a number of banks and other institutions. It focuses on the owner-manager of a medium-sized manufacturing company. Its aim is to assist entrepreneurs who wish to develop their firm profitably. The course helps the participants to improve their knowledge and their ability to find new customers, new markets and products. And they are assisted in the drawing up and implementation of marketing, financial and production plans.

The programme is limited in the number of participants to twenty and pays careful attention to the selection process. For example, competitors are not allowed into the group. During the fifteen month programme, every participating company has from one of the best consultancy firms in the market at its disposal once a month for the entire working day. The consultants assist the participants to draw up and apply their business plan. During the same period (of 15 months), the group is gathered together for two consecutive days every month in a hotel where a workshop is undertaken. In the evenings, distinguished speakers are invited to discuss their area of expertise with group participants.

Participants are expected to share part of the cost for running the programme. In some cases, participants may decide after completing the programme, to join a trip abroad in order to make contacts with foreign business persons. In this case, they are expected to bear the full participation cost. The programme is run three times a year, and is currently restricted to certain parts of Greece.

Contact: Mrs M Kandilorou
c/o Elkepa
Kifissias Ave
Parnassou 2
15124 Maroussi Athens
Tel. 8069901-9

Notes

Ireland

Business Development Programme

The major programme in this area over the past ten years has been the Irish Management Institute Business Development programme.

This programme is designed to help small businesses with the ingredients likely to make them capable of growth, to achieve it in a planned and profitable way. Covering a period of eighteen months and based on monthly, two-day workshops backed by in-company counselling, this programme has played a significant part in helping the development of indigenous companies over the whole spectrum of Irish industry.

In the past two years, the programme has spawned a new programme, based on the proven techniques used by the Business Development Programme. The Export Development Programme for Small firms is an eleven-month programme, now in its second year and has already proved its effectiveness in helping small companies to make the difficult transition from home to export sales.

Contact: Mr Chris Park
Irish Management Institute
Sandyford Road
Dublin 4
Tel. 353 1 983911

Notes

Italy

Owner-Manager Training

This is a national programme of training for managers of SME's, the origins of which were in the FORMAPER Programme of the Milan Chamber of Commerce. The target is the owner-manager of small manufacturing industry with 10 to 100 employees. The courses are organised at local level, based on 'round tables' of 10 to 12 entrepreneurs whose factories are located in the area. The municipalities of the industrial assocations supply the logistic means of classrooms libraries etc.

There are now 40 Chambers of Commerce in Italy operating this programme, which has a weekly three-hour meeting, but may take in total up to 100 hours over seven months. It is estimated that the programme has covered 500 companies in four years.

The main contents of the programme are:

- Self-analysis, aimed at identifying problems shared by members of each of the small groups.
- Inputs from particular traditional disciplines, such as marketing and finance for each group according to the nature of the problems identified.
- Twenty hours of free individual consultancy for each participant. Each of the participants can invite one of the teacher consultants he has met during the programme to tackle a particular problem in the firm.

Personal action learning method is the norm with the teachers, being consultants with long experience of the small business field. The programme is tied closely to a solution of company problems and, therefore, with the management of change. The programme was initially free, but participants must now pay $250 per course.

Contact: FORMAPER
Via Brisa 5
20123 Milano
Tel. 2/85155422

Notes

Netherlands

Enterprising Women

The course is run by the Women's Counsel which is an independent board of the NCOV; this is an organization of employers especially directed at small and medium-sized businesses.

The course is directed both at contributing wives and women entrepreneurs in not recently started enterprises. The course was started because it was noted that women in small and medium-sized businesses do not visit refresher courses regularly. Most of the courses for micro-businesses are only attended by men. An important reason for this is that women don't like to be the only woman attending a course. Another reason is the high price for a lot of courses. This course only costs f 1600.

The course consists of general management subjects, together with taxation and legal subjects concerning women in SME's. The participants are set the task to think about the application of the learned subject in their own company.

There should be no more than 20 persons in every course. The duration of the course is 8 meetings spread over 8 months. At the moment only one course is running, but the aim is to organize the course in several regions. The group of participants is very heterogeneous, covering several branches of industry, sizes of the business etc. Not all the subjects are of the same relevance for all the participants.

Marketing is done by advertising in the magazine of the Women's Counsel, in magazines of different branches of industry, and in the magazine of the Chamber of Commerce etc.

The results of the course are very positive. Participants experience an increase of their knowledge and learn a great deal from the experiences of other participants. In the long run, the Women's Counsel does not want to keep the course exclusively for women. They prefer to have 50% men and 50% women in the course, as long as this will not deter women from participating.

Contact: Women Counsel NCOV
Treubstraat 25
2288 EH Rijswijk
Tel. 070-992722

Notes

Portugal

FIEQ- Training and Company Integration of Cadres

This programme, run almost uninterruptedly since 1979, promoted by IAPMEI together with the Ministry for Labour, now through IEPF - Instituto de Emprego e Formacao Profissional (Professional Training and Employment Institute), is especially directed towards fresh graduates in engineering, economics and business management. As one of the basic objectives is the insertion of these professionals in companies, the selection is directly made by SMI management.

It was conceived with two main purposes: to reinforce the technical capacity of two main purposes at a low cost: to reinforce the technical capacity of SMI management at a low cost, especially of those companies with no tradition in hiring graduates and, at the same time, to give an opportunity to young graduates to have access to practical life. Each year, SMI are invited to join the Programme, defining their cadre needs. A list of selected companies is made public, in order to allow the candidates to contact them and be selected. Three different groups are then formed, based respectively in Oporto, Coimbra and Lisbon. For some years, each group of graduates undertook a room training period of 3 to 4 weeks, followed by an in-job training period in SMI lasting 6 months. The current system has a less theoretical approach, being based on a tutored traineeship within the companies.

After an introductary seminar of 5 days, directed towards the general problems of management in SMI and human behaviour in work conditions, the graduates are sent to "their" enterprises where "their" tutors, together with the person responsible for them in each company, define the training period plan. This training lasts 6 months with 3 interruptions of 2 days each, dedicated to discuss concrete problems of trainees and, if necessary, to present a theoretical approach to those problems. A final meeting is held to evaluate the work done within the companies and to submit the final reports. The trainees are then entitled to a certificate.

5 days		2 days		2 days		2 days		2 days
(a)	1,5 m.	(b)	1,5 m.	(b)	1,5 m.	(b)	1,5 m.	(c)

a)	b)	c)
Seminar	**Discussion**	**Evaluation**
Problems in SMI, Human behaviour under work conditions	Theoretical approach to concrete problems	Presentation of final reports

Notes

During the training period, each trainee is visited once a month by his tutor to discuss concrete problems. During these meetings, trainees are provided with booklets on legislation, incentives and management techniques.

Tutors are expected to have a deep knowledge of SMI problems, such as marketing, finance, personnel, etc., and to be able to equate and discuss the practical problems presented by the trainees.

The companies are located all over the country, but for practical purposes three centres have been created - Oporto, Coimbra and Lisbon - to supervise the three different zones.

The marketing of the programme is done by direct mailing and by personal contacts made by the technical teams of IAPMEI and IEFP.

The best evaluation criteria is the percentage of definitive employment of trainees, which shows an annual average throughput of the programme of 132 between 1981 and 1988, with a 60% integration of trainees into the companies.

The programme has been jointly funded by IAPMEI and by the Ministry for Labour, now through IEFP - Instituto de Emprego e Formacao Profissional (Professional Training and Employment Institute) on a 50% basis.

The trainees receive a monthly allowance equivalent to twice the National Minimum Salary.

Contact: IAPMEI - Instituto de Apoio Pequenas e Medias Empresas e ao Investimento
Rue Rodrigo da Fonseca, 73
1297 Lisboa Codex
Telephone: 52 54 19
Telefax: 56 37 53

Notes

Spain

Promotion of Design in SME's

This programme is run by the Chambers of Commerce, and commercial organisations supported by the National Employment Institute (INEM). It is being piloted in the province of Barcelona, Catalonia. The target group are Directors and staff of small and medium enterprises.

The aim is to increase the potential for design learning activities in SMEs. To achieve this goal, a number of steps have been taken. These include the contracting out by the National Employment Institute to professional consultants in design. In addition, workshops have been mounted by managers in the Chambers of Commerce to discuss and improve design materials and approaches for the companies in each sector. Presently, incentives are being given for programme development by means of courses (seven in the first year), aimed at training specialists in design. Of the 46 specialists who graduated from the course in 1988, 24 have already been contracted to develop in-company approaches.

This is a highly innovative programme, aimed at complementing new design activities with follow-up support over a period of one year.

Contact: INEM de Barcelona
Via Layetana
16, 6°
08003 Barcelona
Tel.: 315 30 62

Notes

United kingdom

Firm Start Programme

The Firm Start Programme is aimed at helping those who are starting a business with potential, or who are managing a business in the first three years of development. The course is run at a number of centres throughout the UK with Training Agency support. The Programme is particularly aimed at helping people to get into business and survive and grow. Participants are usually those who already have a business in the first three years of trading and have a target of employing over 10 people, or aim to have a turnover of over £250,000 after the first three years. The Programme is run part-time over an extended period of up to 26 weeks. Different models are formed throughout the UK. Components are: a short residential period, aimed at encouraging participants to take a close look at their business with tutors; a further residential period, aimed at addressing the most important business management issues that come out of the strengths and weaknesses profile; and a follow-up of several modules on a non-residential basis, aimed at developing an understanding of the skills needed to implement an action plan for the future survival and growth of the business. Skills are developed in workshops by group work and seminars. And the programme is linked with individual counselling by experienced counsellors. Interaction with participants is encouraged.

The Programme covers all aspects of basic management skills, including marketing, market research, advertising and promotion, financial planning and control, recruitment, computers, costing and pricing, obtaining finance and planning for growth. The Programme is wholly, or substantially funded by the Training Agency.

Contact: Training Agency
Moorfoot
Sheffield S1 4PQ
Tel.0742 753275

Notes

Luxembourg

Continuing Training in the SME Sector

At the level of the continuing training of self-employed craftsmen and their close collaborators.
For more then 30 years, the Chamber of Trade has been organizing continuing training courses, through its Centre of Promotion and Research, for craftsmen engaged in self-employed activity, personnel employed in craft businesses and, in general, all craftsmen employed in other private sectors of the economy and in various public services. The programmes of these continuing training courses cater for the needs and proposals stemming directly from professionel circles, new methods of work and business organization, new technical process and equipment, and economic and technological development. These courses constitute the essential opportunities for continuing training offered to entrepreneur craftsmen and their close collaborators in the Grand Duchy of Luxembourg.

At the level of the continuing training of tradesmen and their close collaborators.
Since its establishment in 1977, the continuing training department of the Chamber of Commerce has been involved in the organization of seminars, crash courses and conferences for heads and senior managers of SME's in the field of commerce and in the hotel and catering trade. With respect to the subject dealt with in the seminars, relatively clear preference of both retail and wholesale traders can be observed for subjects related to advertising, expansion of turnover and personnel management. Among the more technical subjects, particular interest has been shown in problems relating to financial and commercial business management, labour and social legislation, etc.. All these seminars and conferences are accompanied by official courses, giving access to the occupations of road haulage or passenger transport operator, driver of vehicles loaded with dangerous substances, crash courses for future traders and drinking establishment operators and continuing training courses for declarants at customs.

Contacts: Chambre des metiers
41, rue Glesener
L-1631 Luxembourg
Tel.: 40 00 22-1

Chambre de commerce
7, rue Alcide de Gasperi
L-1615 Luxembourg
Tel.:53 58 53

CEDEFOP — European Centre for the Development of Vocational Training

'Training for small businesses in the European Community'

Guide 4
Trainer competency for assisting small businesses
(having under 50 employees)
(Guides to competency in the design of effective training programmes)

Allan Gibb
Durham University Business School

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'Training for small businesses in the European Community'

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Trainer competency for the challenge of the single European market of 1992

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'Training for small businesses in the European Community'

Guide 5
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This Guide is one of a series aimed at covering various aspects of trainer and organiser competency for support of small business initiation and development. The series includes:

- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

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Contents

The overall objective - meeting the challenge of 1992 1
The challenge to the trainer 3
Overall ability to monitor progress towards 1992 - the single market 5

1. Ability to monitor, signpost and train for changes relating to products and production 12
2. Ability to monitor, signpost and train for changes relating to sales and marketing 15
3. Ability to monitor, signpost and train for changes relating to finance 18
4. Ability to monitor, signpost and train for changes in physical movements of goods 21
5. Ability to monitor, signpost and train for changes in relation to public procurement and company purchasing 23
6. Ability to monitor, signpost and train for changes in company administration and law 25
7. Ability to monitor, signpost and train for changes in human resources 28

Trainer competency for the challenge of the single european market of 1992

The overall objective - meeting the challenge of 1992

The creation of the Single European Market in the EC countries will result in new opportunities, new challenges and, in many cases, new problems for small and medium-sized enterprises. New opportunities will arise after 1992 with the abolition of non-tariff barriers, leading to an overall enlarged 'home market' with more than 320 million inhabitants to whom products and services can be sold more easily. Access to potentially less expensive financial resources may be provided. More competition between large insurance companies may offer better opportunities. The Single Market will also offer more chances for co-operation between companies across the member states of the Community.

New challenges will come about, because the Single Market will produce more intensive competition from other countries. Some areas of business, still strongly protected by national regulations and standards, will face a different situation when these regulations and standards are harmonised.

The challenge to the trainer lies not only in the variety of changes that may take place but, even more importantly, in the widely different nature of the small businesses upon which these changes will impact. There will, therefore, undoubtedly be overall effects for the whole small business community resulting from the creation of the Single Market, but there will also be specific effects depending upon the:

- Sector of Industry
- Location of individual companies
- Linkages companies have with larger enterprises eg. acting as sub-contractors
- Nature of existing company markets (whether they are in local, regional, national or international markets)
- Extent of regulation in the sector in which the firm operates or wishes to operate, particularly in respect of standards.

There are small firms in sectors of industry which, by their very nature, allow operation in larger markets, eg. companies in industrial production, specialised handicraft, parts of the service industries - who will be more affected than those which are just

Notes

successful in the local environment, eg. in construction, in local areas and in local service businesses. But, even those operating local services will be more affected by the Single Market in some areas than others - depending upon where they operate, eg. companies which have been located near to a border may face stronger challenges and also greater opportunities.

The creation of the Single Market will also have different consequences for different firms, depending upon the channels through which they market their products. Firms interacting with large companies, (as sub-contractors for example), will be affected differently from those which deliver final products or services directly, or via specialists sales agencies to the market. Subcontractors will increasingly find that their large customers now have opportunities to find efficient and effective partners and suppliers.

Those who have been the focus of the previous guides, namely those who may want to set up their own business in the future, those in the process of starting their own business, as well as existing small businesses, will all be affected by the creation of the Single Market. But there will be different aspects of the change process, affecting all three groups differently.

For starters and pre-starters the scope for potential activities will be broadened in the future. New specialised business service companies will, for example, find even more business opportunities than now. The current trend of large and medium-sized companies buying services from outside specialist firms - offering services which, in many cases, they formerly produced themselv - will go further. Opportunities in software provision, technological assistance and international marketing support should grow. Starters will, of course, face the new rules and regulations. There will also be enlarged possibilities of finding new (and potentially cheaper) sources of finance.

Already established small businesses will face the major challenge of gathering information, learning and adapting within a broader environment. In general terms, this will mean being more aware of competition, being more aware of the international components of their business activities, being more aware of new market niches that may emerge and being more aware of the need to meet internationally acceptable standards.

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The challenge to the trainer

To survive the forthcoming changes in European business practice and in order to prosper in the new environment, many SMEs will need to analyse, plan and train for 1992. Unfortunately, most small operators lack the resources to undertake the kind of indepth investigation of the Single Market which is currently taking place in larger companies. If SMEs are to recognise and avoid the problems that 1992 will pose, and realise the full benefits that the Single Market has to offer, they need to be:

- made aware of the changes and implications of the 1992 measures

- encouraged to look at their company's strengths and vulnerabilities in respect of these changes

- assisted in the drawing up of a strategy to cope

- trained in the necessary areas of action

Training should be relevant, practical and inexpensive. Wherever possible, it should be sector or industry specific.

The independent nature of small businesses makes the delivery of training for the SME a potentially difficult process. Even those SMEs who could take considerable advantage of 1992 may not take up the challenge because they feel:

- their product may be unsuitable for other markets

- they do not have the capacity to take on extra work and have no potential to make economies of scale

- they do not have the personnel available to research international markets, sell in other countries, or to provide after-service care at a distance

- they do not have the ability to fund expansion

- any expansion would involve a loss of control

For these and other reasons, a company may legitimately decide that an **offensive strategy** is inappropriate. In these circumstances trainers need to encourage competencies within a **defensive strategy** or an **actively neutral strategy**. In a defensive strategy, training competencies will focus on: monitoring changes in the market - new competition, new products, new patterns of

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consumption; accommodating new technical regulations; preparing for fiscal changes; and considering potential problems of mergers and acquisitions. A neutral strategy may be chosen by some firms, either because they feel (rightly or wrongly) that the Single Market is not for them, or because they are not yet convinced that most of the directives will be passed. Even this type of firm requires training assistance: to cope with the problems of change; to monitor the situation as new directives create new training needs; as well as to deal with the technical or fiscal changes.

Whatever the strategy, owner-managers will only be able to decide what is best for their company when they are in receipt of the necessary 'toolkit' of training, which will enable them to make these vital decisions from a position of knowledge, rather than from gut reaction or intuition, both of which have been developed in a home market environment, rather than in the full blast of open European competition. This Guide is designed, therefore, to help trainers to assist the would-be or existing SME (with under 50 employees) to cope with the challenge of change.

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Overall ability to monitor progress towards 1992 - the single market

All SMEs must come to terms with the fact that, in a very short time, they will be part of a market of 320 million people. To achieve this major change in perception, attitudes must change. Many SMEs will increasingly need to think in European, rather than national terms and they will need, in the first instance, to keep abreast of changes proposed in European business practice. They will then need to isolate the specific legislation which will affect their company and determine how they should respond to the new challenge. The European Commission outlined its proposals in the White Paper of 1985. Some three years after its publication, and half-way through the process, some companies continue to disregard the Single Market. **Continued** ignorance could prove costly.

The legislation for completing the Single European market is a rolling programme which is gradually being implemented. Approximately a third of the 1992 proposals have already been agreed and enacted. The remainder of the programme is either under discussion or being formulated by the Commission, within the framework of the 1985 White Paper. The final shape of the Single Market may differ from that which was originally proposed. But since it is impossible to predict how individual proposals will fare when voted upon, any planning for the eventual outcome should encompass all probabilities.

The Commission based their 1985 White Paper on the legislation which would be required to achieve the free trade principles inherent in the founding charter of the European Community - the Treaty of Rome (1957). In that document the free movement of goods, services, people and capital was envisaged but, some thirty years after the Community's establishment, the principle has yet to be realised. The Single European Market programme attempts to remedy that situation. The basic thrust of the proposals concerns those changes which are needed if freedom of access is to be achieved throughout the Community. The near three hundred original proposals have been progressively reduced to 279. They deal with all those areas which must be tackled if the Single Market is to become a reality. The original timetable was ambitious. It was based on the remainder of the Commission's term of office, at the time when the document was drawn up, together with an additional full Commission term of four years. It is now generally accepted that the programme will not be achieved by the target date of 1992. That is of little consequence. It is not a programme dependent on the successful completion of all parts. Some have already been passed, others will go through

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before December 1992, and most of the remainder will be attempted subsequently. More important is the acceptance of the principles behind the idea and preparedness to meet the changes.

The Commission's proposals divide into three groups:

- **the removal of physical barriers**
- **the removal of technical barriers**
- **the removal of fiscal barriers**

The Removal of Physical Barriers.

At the moment, European Community citizens cannot move without hindrance within the Community's boundaries. Border controls currently exist to vet the credentials of people wishing to cross national boundaries and collect taxes on any items which they are carrying with them. Passports must be carried and presented at border controls. The Commission has proposed that these controls should be abolished. Further proposals would enable non-EC citizens to move freely within the Community, having initially established their suitability to be admitted at an external Community access point. In an attempt to differentiate between Community and non-Community citizens, a new European passport has been introduced which, it is hoped, will also foster an enhanced European rather than national identity. A freer flow of individuals will encourage the process of Europeanisation and facilitate business travel within the Community. The abolition of border controls will significantly affect the physical movement of goods between member states. The commission has proposed the abolition of transport quotas, prevalent in certain countries. The progressive reduction and eventual elimination of quotas has been proposed and agreed, thereby facilitating competition and ease of access.

The Removal of Technical Barriers.

Products and services are, in the opinion of the Commission, unjustifiably excluded from many Community markets on tenuous technical grounds - a problem often encountered by SMEs. It is the Commission's intention to allow free access to all markets on the basis that 'what is sold in one Community country should be able to be sold in all other Community markets'. This procedure of mutual recognition should prevent past examples of blatant protectionism within the Community. To this end, the process of harmonising technical standards is already under way. Mandatory requirements, in the form of general levels of protection, are being agreed, leaving the detailed rules of their practical application to be drawn up by European standardisation bodies.

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With services accounting for over 50% of the value added to Community GDP each year, a common market for all services is deemed vital. Both road and air transport are to be deregulated. The Commission intends that financial services should be traded Community-wide. The abolition of exchange controls throughout the Community is scheduled to be achieved by 1992. Thereafter, it will be possible for Community citizens and businesses (small as well as large) to avail themselves of any of the banking, insurance or investment services which are currently offered within the EC.

The Commission recognises that the move towards greater competition could be undermined if governments use state aid to fund uncompetitive industries and enterprises, thereby conferring artificial advantage to some firms at the expense of others. The Commission is adamant that competition should be fair. In future, state aid should only be granted to generate economic recovery or export promotion. The Competition Directorate of the Commission has opposed unfair subsidies in the past and will be even more vigilant in the future. An enhanced competition policy could affect SMEs in either a positive or negative manner.

The Commission also believes that people should be free to move to, and practise their trade or profession in, any Community country. The right to reside and work in another Community state will be firmly established if current Commission proposals are accepted by member states. The right to practise a profession is also guaranteed, providing the individual concerned can satisfy the requirements of the professional body in his/her new country of abode. In the field of education, specific proposals have been put forward on the mutual recognition of higher education diplomas which will allow free interchange between academic institutions, provided the student in question has attained certain basic qualifications. The political influence, which large corporations have used in the past to secure work and residence permits, will no longer be the competitive advantage that it once was.

Public procurement represents some 15% of Community Gross Domestic Product. This vital area will also be deregulated. In future, the majority of public contracts will have to be advertised in the Community Official Journal so that potential suppliers from all Community countries can tender. The qualifying thresholds on contracts has been lowered and four previously exempt industries - energy, water, transport and tele-communications - will now be included by law. There could be considerable impact on small sub-contracting companies if major contracts change hands.

Company law has also been addressed. Proposals have been put forward dealing with: the duties and liabilities of directors; the power of general meetings; the rights of shareholders; the

Notes

preparation of annual accounts and the liability of auditors. Worker participation along the lines of current German practice has been advocated, together with the proposed establishment of a European company under Community law. An optional form of company has also been suggested. A European Economic Interest Grouping (EEIG) would allow small and medium-sized companies to co-operate at European level, without sacrificing their legal and economic independence. Employment would be limited to 500 people and, since an EEIG would be a partnership, members would have joint and several liability for debts. A 'grouping' could be used for research and development, sales promotion, tendering for public contracts, joint purchase of raw materials or the pooling of services.

A Community Patent Office has already been established in Munich. A successful application to this institution will enable a company to secure patents for all Community states at the same time. The saving in terms of time and cost can be considerable, especially for the small company. The Commission believes that a Community Patent should be instituted and a Trademark Office be established on the same basis.

The removal of fiscal barriers.

The Commission maintains that different national rates of VAT and excise duty encourage cross-border trade, thereby ensuring trade distortion. Harmonisation of indirect taxes has always been a major objective of the Community. The principle was enshrined in the Treaty of Rome but has never been realised. The approximation of VAT rates and the harmonisation of excise duties has been proposed in the Single Market programme. The Commission argues that the different levels of national indirect taxes are reflected in the final prices of goods and services. Because those taxes vary so markedly, the final prices of outputs are unfairly increased in the case of member states where tax levels are high.

Since border controls will be abolished if the Commission's proposals for the removal of physical barriers are implemented, the opportunity to collect tax will disappear with their passing. Logic dictates that with border controls removed, tax alignment must follow. However, VAT must still be levied. Consequently, if the European Community is to become a Single Market, VAT must be levied on the same basis as currently applies in national markets. In future, VAT will be levied on all transactions within the Community. Tax exemption on 'exports' will cease.

Trainers must be able to monitor the Single Market legislation if they are to help SMEs deal with 1992. They must be acquainted with the basic facts, as presented in the 1985 White Paper. And they will need to keep abreast of progress of the 279 directives.

Notes

As they monitor, they should be conversant with the likely effects of that legislation on SMEs. To achieve this, they must be in contact with trade associations, Chambers of Commerce and other sources of detailed information and analysis on sectors of interest to them. An effective trainer should, then, be able to deliver the information that an owner-manager requires, be able to obtain it within a relatively short time, or signpost to an efficient source.

Broadly, the kinds of changes that the trainer will need to monitor are set out in Exhibit 5.1 under seven key headings. It is from these that his/her competencies are derived.

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EXHIBIT 5.1

The 1992 SME Checklist - Signposting to Changes

Area	Changes relating to
PRODUCTS AND PRODUCTION	Differentiated products Economies of scale Manufacturing location New plant and equipment Technical standards Research and development Patents and trademarks
SALES AND MARKETING	Distribution channels Promotion and advertising Market research and information New market opportunities Packaging Design requirements Consumer patterns Public procurement Price structure Quality requirements
FINANCE	New sources of finance Working capital Indirect taxation Grants and state aid New sources of insurance Enhanced banking needs Export insurance New currencies
PHYSICAL MOVEMENT OF GOODS	Removal of customs barriers Deregulated transport Single Administrative Document Transport cost reduction Improved transport links
PUBLIC PROCUREMENT AND COMPANY PURCHASING	New materials requirement New suppliers Sub-contracting Transport services Public purchasing opportunities
COMPANY ADMINISTRATION AND LAW	1992 Project Champion Communications Documentation Company law Credit control
HUMAN RESOURCES	European culture Languages Worker participation Training Personnel

Notes

Overall 1992 SME trainer competency checklist

Ability to Monitor, Signpost and Train for Key Areas of 1992 Changes

	High			Low
	1	2	3	4
1. Ability to monitor, signpost and train for changes relating to products and production	☐	☐	☐	☐
2. Ability to monitor, signpost and train for changes relating to sales and marketing	☐	☐	☐	☐
3. Ability to monitor, signpost and train for changes relating to finance	☐	☐	☐	☐
4. Ability to monitor, signpost and train for changes relating to physical movement	☐	☐	☐	☐
5. Ability to monitor, signpost and train for changes relating to procurement and purchasing	☐	☐	☐	☐
6. Ability to monitor, signpost and train for changes relating to administration and law	☐	☐	☐	☐
7. Ability to monitor, signpost and train for changes relating to human resources	☐	☐	☐	☐

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1. Ability to monitor, signpost and train for changes relating to products and production

The completion of the Single Market will not produce a homogeneous market. Some products will 'travel' as they are, but their number will be relatively small. Many products will need to be differentiated to achieve market penetration. Trainers must be able to advise SMEs on Euro-acceptability and show where market niches exist. They also need to distinguish those products where differentiation is possible.

Expansion for some SMEs may mean relocation of facilities. Owners will need to examine limitations of existing assets and be able to assess the potential of new sites to improve access to Community markets.
The introduction of new technical standards or product differentiation may involve the purchase of additional or replacement equipment. New health and safety requirements may also affect the usefulness of existing machinery. Specific directives are already tabled in shipping, construction and agriculture.

All products will be covered by new regulations, ensuring they reach basic health, safety and environmental standards. They will also have to comply with technical details established by two major committees - CEN (the European Committee for Standardisation) and CENELEC (its counterpart for electrotechnical products. Complying with these regulations makes products eligible to carry an 'EC' mark which will allow sale in any member state. The European standard will replace any individual national standards. Bilateral agreements for testing and certification are in the process of being worked out. Directives have already been agreed for toy safety and pressure vessels, while construction products, medical devices, measuring instruments, electro-magnetic apparatus and personal protective equipment are imminent. Trainers need to be aware of these changes and able to advise on their technical implications.

SMEs are increasingly disadvantaged in Research and Development in an environment of higher costs, shorter product life and more hi-tech products. To compete against the multi-nationals, many SMEs will need to explore how to share research costs through collaborative ventures with other firms or with Institutes of Higher Education. Eleven articles of the Single European Act provide a structure for Community Research and Development. This 'Framework' covers twelve main areas of research through programmes such as ESPRIT, RACE, BRITE, EURAM, EUREKA,

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DRIVE, DELTA and JOULE. Trainers will need to keep abreast of these.

SMEs suffer from the differences in intellectual property laws throughout the Community. The establishment of a Community Patent Office in Munich will enable a successful applicant to obtain a patent in each member state simultaneously. A Community patent does not currently exist, but that situation is expected to change shortly. Likewise, a Community trade mark has been proposed. This may involve the purchase of additional or replacement equipment, as will the introduction of revised technical standards. Trainers should be aware of existing regulations and be preparing for the implications of the imminent changes.

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1992 TRAINER COMPETENCY CHECK 1

Ability to Monitor, Signpost and Train for Changes Related to Products and Production

	High			Low
	1	2	3	4
Ability to undertake product assessment	☐	☐	☐	☐
Ability to appreciate differentiation possibilities	☐	☐	☐	☐
Ability to advise on opportunities to achieve expansion	☐	☐	☐	☐
Ability to advise on plant relocation	☐	☐	☐	☐
Ability to advise on re-equipping plant	☐	☐	☐	☐
Ability to know current and proposed technical standards	☐	☐	☐	☐
Ability to know current and proposed health and safety standards	☐	☐	☐	☐
Ability to advise on R & D collaboration with other firms	☐	☐	☐	☐
Ability to assist in securing technology transfer	☐	☐	☐	☐
Ability to advise on funding possibilities from Euro-research programmes	☐	☐	☐	☐
Ability to assist in patent applications	☐	☐	☐	☐
Ability to know current and proposed developments in patent and trade mark legislation	☐	☐	☐	☐

Notes

2. Ability to monitor, signpost and train for changes relating to sales and marketing

The non-homogeneity of the Single Market will ensure that marketing will present different challenges for SMEs after 1992. Many owner-managers will discover that penetration into new markets will involve a reassessment of distribution strategies. There may be an opportunity to sell direct through company personnel, but it is highly likely that more SMEs will need to use agents and distributors in order to minimise overheads and ensure maximum coverage. This may well be a new departure for many owner-managers and trainers must be able to advise on the selection, direction and control of third party delivery channels.

Sales promotion and advertising will require owner-managers to adopt a different approach to that with which they are familiar. Promotional techniques differ throughout the Community, as do the regulations appertaining to acceptable and unacceptable product offers. For instance, promotions are legally banned in Belgium but take place nevertheless. In France, premium promotions are limited by value and prizes can only be awarded for tests of skill. Meanwhile in Italy, promotions have to be approved by the Ministry of Finance and attract a tax. Whilst in Spain, free offers by post are legal but the postal service takes longer than in other countries. Cold calling is banned in Germany, whereas it is a well used part of the British promotional process. The trainer must be aware of the differences in promotional techniques throughout the Community markets and be able to advise SMEs accordingly.

Because advertising budgets are limited in SMEs, it is essential that owner-managers maximise the impact of their campaigns. After 1992, owner-managers will need to know which advertising mediums are traditional in the target markets. 1992 is already stimulating a variety of new publications which will ensure greater competition in the market place and, possibly, produce better advertising rates than the SME enjoys at the moment. Trainers must be knowledgeable of the most effective local practices and be able to advise in which medium the advertising budget is best spent.

Marketing in the Community after 1992 will be less predictable than in the 1980s, making market research and market information even more important. The amount of information varies significantly between the member states. But even where it is readily available, SMEs perceive it as difficult to access and even more difficult to apply in a meaningful fashion. Trainers must concentrate on

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changing this attitude and creating an appreciation of the importance of market information in new markets and, when necessary, how it can be commissioned. They should be able to show where data can be found and how it can be applied. They also need to be able to advise on the occurrence and benefits of trade fairs.

The theoretical Single Market of 320 million consumers is more or less irrelevant to most SMEs. However, within that one mass market, there will probably be a number of market niches providing opportunities for incremental expansion. Trainers need to be able to prioritise these markets and to advise owner-managers on a sensibly paced rate of expansion focused on those markets where benefits are greatest.

Packaging and design are vital components of the marketing mix. Individual Community markets have different requirements in respect of both items. SMEs may wish to alter the packaging of their products in order to comply with local material customs and usage. Likewise, design must be based on the demands of the individual markets which have been targeted.

Pricing is an important and difficult area for SMEs. Simply to convert domestic prices into export prices via the current exchange rate will not suffice. It is dangerous, not just because of fluctuations in the exchange rate, but also it takes no account of the additional costs associated with trading at a distance. The ability to advise owner-managers on the importance of price as a major marketing weapon should be a major skill of any trainer. In some markets, profit margins more generous than normal can be enjoyed where market conditions offer little competition in areas of unsatisfied demand or where prices are common.

1992 will produce considerable change in quality requirements, not only because of new standards being established, but also because increased competition will enhance existing trends towards better quality products. Harmonised European standards make it essential that SMEs achieve quality standard ISO 2000. However, owner-managers should recognize that markets set their own quality requirements, often in excess of those levels. An awareness of the importance of quality in Community markets is as essential for the effective trainer as being knowledgeable of the technical requirements themselves.

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TRAINER COMPETENCY CHECK 2

Ability to Monitor, Signpost and Train for Changes Related to Sales and Marketing

	High			Low
	1	2	3	4
Ability to advise on optimum distribution channels for SMEs	☐	☐	☐	☐
Ability to suggest methods of selecting, directing and controlling third party sales efforts	☐	☐	☐	☐
Ability to explain the various promotional techniques within member states	☐	☐	☐	☐
Ability to advise on the optimum use of advertising expenditure	☐	☐	☐	☐
Ability to change attitudes regarding market information	☐	☐	☐	☐
Ability to direct owner-managers to fruitful sources of market data	☐	☐	☐	☐
Ability to demonstrate the need for a market research database	☐	☐	☐	☐
Ability to advise on the possibilities for incremental expansion	☐	☐	☐	☐
Ability to advise on the need for and changes necessary to comply with design and packaging requirements	☐	☐	☐	☐
Ability to advise on pricing within a Community context	☐	☐	☐	☐
Ability to encourage the SME to build-in quality as a marketing mechanism	☐	☐	☐	☐

Notes

3. Ability to monitor, signpost and train for changes relating to finance

The changes brought about by 1992 will, in many SMEs, result in new operating costs as well as new revenue opportunities. They will require additional finance, which may be available from institutions beyond the company's national boundary. Once completed, the Single Market is likely to produce more avenues of finance at more competitive rates. Knowledge of these new choices is unlikely to be available in-house, so informed external input will be necessary.

Competing in an expanding market will require owner-managers to reassess their financial requirements. Working capital must increase to fund a number of needs including different terms of sale, larger inventories, market research and product development. Trainers need to be able to advise on these, as well as assessing the cash-flow implications of increased activity. Capital expenditure might also increase with the need to purchase new equipment, additional transport or even new premises.

The changes planned for VAT in the Single Market will have a major effect on small companies. If the approximation of indirect taxation is agreed, buying patterns will be noticeably influenced by the extent of the tax changes. For example, whilst a small ouzo producer in Greece will be adversely affected by the 2621% increase in duty, small Mediterranean producers will benefit from the proposed 88% decrease in wine duty in the United Kingdom.

In the Single Market it is recommended that there be only two bands of VAT in the future - 4% to 9% and 14% to 20%. Trainers need to be able to advise on which will fall into which band and what the effects of the changes will be. There will also be practical changes in the way VAT is collected. The destination principle, whereby VAT is levied on imports not exports (at the rate of the importing country), will effectively be reversed. Trainers must be able to explain these changes and advise on new record-keeping requirements.

The distortion of competition due to state aid is incompatible with the Single Market philosophy. Owner-managers are not well placed to predict or cope with this complicated area and therefore will be relying on trainers to provide guidance so that they can take advantage of the fall-out as cartels are dissolved and unfair assistance is abolished.

Notes

With the deregulation of financial services in the Single Market, the cost of insurance will fall, as competition across national borders is established. SMEs should be able to reduce their outgoings on this item or, possibly, obtain better coverage for the same expenditure. Failure to limit liability is a common failing amongst SMEs. Changes brought about by 1992, will give trainers the opportunity to ensure that insurance coverage is adequate for the company's needs, including the viability of taking out an export or trade credit policy.

If SMEs are going to start dealing in different markets with different documentation and currencies, the capability of their bank will be important. Owner-managers may find that their current arrangements are insufficient for their needs. It would be a mistake to stay with an inadequate service when better facilities are available. Trainers need to be able to advise on the most appropriate banking service for each particular company.

The Single Market envisages the free movement of capital within the Community. The relevant directive was adopted in June 1988 and is already facilitating Community trading. The ability to transfer capital across national boundaries will enable SMEs to establish a presence in other Community countries more easily. Trainers must be aware of the changes that are taking place in this area and be able to advise owner-managers of the best way to use their new freedom.

In the absence of a common European Currency, SMEs need to be capable of operating in different European currencies. Trainers must have an appreciation of the cost and risks involved in such transactions. They also need to be able to advise on the increasing use of the European Currency Unit (ECU) as a tradeable currency.

Notes

TRAINER COMPETENCY CHECK 3

Ability to Monitor, Signpost and Train for Changes Relating to Finance

	High			Low
	1	2	3	4
Ability to keep abreast of new sources of finance	☐	☐	☐	☐
Ability to advise on appropriate finance provision for company need	☐	☐	☐	☐
Ability to advise upon capital requirements for expansion	☐	☐	☐	☐
Ability to keep abreast of proposed VAT changes and their effects	☐	☐	☐	☐
Ability to monitor changes in state aid	☐	☐	☐	☐
Ability to advise on opportunities resulting from cartel abolition	☐	☐	☐	☐
Ability to advise on insurance coverage	☐	☐	☐	☐
Ability to advise on new banking opportunities	☐	☐	☐	☐
Ability to advise on liberalisation of capital movements	☐	☐	☐	☐
Ability to advise on operating in different currencies	☐	☐	☐	☐

Notes

4. Ability to monitor, signpost and train for changes in physical movements of goods

The liberalisation of transport services is a major aspect of the Single Market programme. The reduction and ultimate elimination of physical barriers (customs posts) and transport quotas in certain member states will lead to lower transport costs and increased trade. Trainers need to help SMEs evaluate the extent of any potential savings. Small companies involved in road haulage will need advice on the opportunities and threats that the deregulation of their industry will produce. With the introduction of the Single Administrative Document (SAD) on 1 January 1988, the process of export documentation has been simplified. The SAD replaces some 70 forms previously in use. However, the new eight part document is still reasonably complex and owner-managers may need assistance in completing this and other export documents.

Physical distribution to new destinations, together with an increased volume of goods, may lead to a reassessment of delivery strategy. Comparison of direct delivery with local warehousing and distribution may lead to an owner-manager needing advice on the relative merits of each.

Liberalisation is also occurring in other transport sectors. There is likely to be greater competition on air routes and a consequent reduction in air fares. Rail services will be significantly improved in many parts of Europe - for instance, the Spanish are making their rail network compatible with the rest of Europe, the Channel Tunnel will link Britain with the Continent, and extensions to the French high speed network will link Paris, Brussels, Amsterdam and Cologne. Moves to open up the coastal sea trade will further reduce transport costs, as will the deregulation of inland waterway services. Trainers should be aware of the new links, reduced cost and greater competition which these aspects of the Single Market will produce.

Notes

TRAINER COMPETENCY CHECK 4

Ability to Monitor, Signpost and Train for Changes Related to Physical Movement of Goods

	High			Low
	1	2	3	4
Ability to monitor changes taking place in the different transport sectors	☐	☐	☐	☐
Ability to assist in evaluation of consequent cost reductions	☐	☐	☐	☐
Ability to advise on the relative merits of direct delivery against local distribution	☐	☐	☐	☐
Ability to advise on the completion of export documentation	☐	☐	☐	☐
Ability to advise on the most appropriate method of transport	☐	☐	☐	☐
Ability to assist SMEs to assess opportunities and threats in this rapidly changing sector	☐	☐	☐	☐

Notes

5. Ability to monitor, signpost and train for changes in relation to public procurement and company purchasing

Public procurement in its widest sense, (including nationalised industries and public bodies as well as local, regional and national governments), represents some 15% of Community Gross Domestic Product. The liberalisation of this sector is a major plank of the 1992 legislation. The Single Market will change tendering processes to make them more open and accessible, and previously excluded sectors - water, energy, transport and telecommunications - will be opened up with effect from July 1990.

SMEs have the opportunity of tendering directly for public sector contracts but are more likely to gain business by way of subcontracting. Trainers need to be aware of these changes and be able to show small business where relevant tender opportunities are published - either directly through the EC's 'Official Journal' (OJ), or indirectly through regional procurement offices. They need to be able to advise on the methods and mechanics of tendering. In such a volatile sector, trainers should look carefully at a company becoming over-exposed either through an excessive dependence on a single sub-contract, which constitutes a high proportion of their business, or by receiving their sub-contracts from one main contractor who are themselves exposed in a changing market.

Purchasing of materials and supplies will be affected by the changes that 1992 will bring about. The number of potential suppliers will increase considerably. New suppliers will be encouraged by the ethos of 1992 to enter non-traditional markets. This is likely to result in increased competition and price reductions for buyers. The SMEs, more involved as suppliers than buyers, will be doubly squeezed by having to match these lower prices and having to compete with new entrants. Trainers need the competency to be able to suggest how small suppliers can protect their existing market from penetration, while at the same time taking maximum advantage of the new opportunities. Small companies who are buyers can potentially benefit from this situation by looking for new sources of supply in a wider market. Trainers can help identify new suppliers and, if they are from another country, advise on means of verifying their suitability (technical and financial), as well as advising on the establishment of contractual arrangements.

Notes

TRAINER COMPETENCY CHECK 5

Ability to Monitor, Signpost and Train for Public Procurement and Company Purchasing

	High			Low
	1	2	3	4
Ability to assist SMEs tender directly for public sector contracts	☐	☐	☐	☐
Ability to assist SMEs maximise sub-contracting opportunities	☐	☐	☐	☐
Ability to help obtain information about forthcoming tenders	☐	☐	☐	☐
Ability to signpost towards assisting agencies such as procurement offices	☐	☐	☐	☐
Ability to alert owner-managers to the dangers of over-dependency or loss of sub-contracts	☐	☐	☐	☐
Ability to advise on the emergence of new suppliers in a wider market	☐	☐	☐	☐
Ability to advise supplying SMEs of the dangers to the core business	☐	☐	☐	☐
Ability to advise on the requirements buying SMEs should look for when using suppliers from another member state	☐	☐	☐	☐

Notes

6. Ability to monitor, signpost and train for changes in company administration and law

If the SME is serious about coming to terms with 1992, a 'champion' must be identified who will be responsible for undertaking the necessary research and planning. In the very small company, this task will fall to the owner-manager but, where administrative staff exist, one of those may be more appropriate.

The fundamental impact of the Single Market will be such, that the 1992 project champion must ensure that: staff are informed of the directives that will affect their function within the company; technical and legal requirements are being met; changes are monitored; and opportunities are identified. The trainer must assist in the assessment and monitoring of the capability and performance of the project champion, to ensure that the rest of the company is receiving the relevant information and appreciates and understands its importance.

There is an equal need for good external communication. Information emanating from Brussels will need to be absorbed by the company. Relevant information and assistance available from trade associations, Chambers of Commerce or other advisory bodies must be acquired, sorted and acted upon.

In the completed Single Market, the SME will encounter a new range of documents. If selling against a documentary credit, the company will have to satisfy certain requirements before payment can be secured. Insurance certificates, commercial invoices, certificates of origin, bills of lading and certificates of weight and quality may be called for. SMEs may need advice on the completion of these documents, (or at least be signposted towards specialist assistance). Failure to satisfactorily complete these procedures may not just produce a delay in payment, but could preclude payment altogether. SMEs may be deterred from entering the Single Market by having to deal with seemingly more complex, but actually just different, documentation.

The Single Market legislation aims to harmonise member states' laws governing limited companies. Fifteen EC directives have been passed or tabled dealing with: the duties and liabilities of directors; the power of general meetings; the rights of shareholders; the preparation of annual accounts; and the liability of auditors. Worker participation along the lines of current German practice has been advocated. Because of its contentious nature, the legislation may not be passed at all, though if it is, it will

Notes

probably not apply to the smaller firm. Two new forms of company have been proposed: a European company established under Community law and a European Economic Interest Grouping (EEIG), which would allow small and medium-sized companies to co-operate at European level without losing their legal and economic independence. An EEIG would be a partnership, limited to 500 employees, with members having joint and several liability for debts. These 'groups' can be used for any or all of the following: sales and promotion; research and development; common purchasing of raw materials; sharing of services; and joint tenders for public contracts.

The control of credit is a vital function for the SME and will become more critical after 1992. Companies must be selective in extending credit. Bad debts are always a bigger problem for small companies compared to their larger counterparts. Where possible, deposits should be obtained and all documentary credit should be confirmed by first class banks and payable at sight. Where credit with a payment date greater than thirty days is offered, owner-managers should build into their final prices a compensatory premium for the time during which payment will be withheld. Such instruments can, of course, be sold on, but only at a discount. Trainers should be acquainted with the potential pitfalls in the granting of credit, and be ready to advise the company on the best means of avoiding cashflow problems due to delayed or non-payment.

Notes

TRAINER COMPETENCY CHECK 6

Ability to Monitor, Signpost and Train for Changes in Company Administration and Law

	High			Low
	1	2	3	4
Ability to assist in the identification of a 1992 project champion	☐	☐	☐	☐
Ability to assist in the assessment and monitoring of the capability and performance of the 1992 champion	☐	☐	☐	☐
Ability to signpost external information sources	☐	☐	☐	☐
Ability to train staff in documentary procedures	☐	☐	☐	☐
Ability to understand those aspects of Community law which affect small companies	☐	☐	☐	☐
Ability to train staff to appreciate the importance of credit control	☐	☐	☐	☐
Ability to train staff to monitor company cashflow in an international environment	☐	☐	☐	☐

Notes

7. Ability to monitor, signpost and train for changes in human resources

The trainer needs to be able to advise and assist in the drawing up of a company audit of existing and potential skills and competencies appropriate to the new needs of the Single Market. These might include technical understanding of European standards, research and development capabilities, market research competencies and the ability to work in and understand different European currencies. Where deficiencies exist, trainers should be able to advise on the possibility of skill acquisition by training existing staff, or the need to employ new personnel.

Perhaps the most important competency required, will be the ability to converse in another European language within a commercial context. Contracts and other legal documents require an exact translation. Trainers can signpost where such expert help can be found. It is highly preferable for firms to be able to speak to both customers and suppliers in their own language. There is a correlation between company performance in an international context and proficiency in a foreign language. Trainers need to be able to demonstrate to small firms that skill acquisition is an investment not a cost. They will be able to signpost towards language training centres. Management, marketing and sales staff are obvious recipients for this training, but receptionist/telephonist and any staff involved in regular contact, (for instance R & D personnel engaged in collaborative projects), should also be considered.

Demographic trends mean that there will be even fewer people with these skills in Europe in the 1990s. Owner-managers need to be kept informed of the imminence and importance of these changes. They also need to be aware of the likelihood of large firms poaching staff with these skills from SMEs. Owner-managers may need advice on whether the renumeration packages of key staff are keeping pace with market rates for skilled staff in those areas affected by the changes of 1992.

As well as having language competencies, staff members who have to operate in other countries need to be sympathetic and appreciative of their cultures and customs. The cost of sending staff to other parts of the Community could be considerable for small firms. Those undertaking the role should only be sent with specific objectives and preferably have pre-arranged contacts. SMEs can be signposted to EC-funded bodies like BCnet, which provides a useful source of contacts for the small company seeking collaborative ventures.

Notes

Trainers also need to be able to advise on the changes 1992 will bring to the right to work anywhere in the Community. This will be particularly relevant for the professions. In most cases, professional qualifications gained in one member state have not enabled that person to practise in the others, without re-qualifying in whole or a substantial part. This system means that an accountant would take more than 50 years to become qualified to practice throughout the Community. Mutual recognition will be provided where training is of a similar nature, and even where different qualifications can be gained through either an aptitude test, or a period of supervised practice not exceeding three years. From 1991, this should result in an increased opportunity to use professionals qualified in more than one member state. SMEs that are professional practices, need to be advised of the growth potential resulting from these changes.

Those owner-managers with a positive attitude to Europe will need to inculcate a positive European attitude throughout their company. Residual prejudices have no place in those firms that expect to succeed in the Single Market. Most small firms will require continued training inputs to realise the opportunities inherent in the Single Market which are intrinsically long-term.

Notes

TRAINER COMPETENCY CHECK 7

Ability to Monitor, Signpost and Train for Changes in Human Resources

	High			Low
	1	2	3	4
Ability to undertake a company skills audit for the Single Market	☐	☐	☐	☐
Ability to advise on skill acquisition by in-house training	☐	☐	☐	☐
Ability to advise on the need for new personnel	☐	☐	☐	☐
Ability to signpost sources of language training	☐	☐	☐	☐
Ability to signpost appropriate translation services	☐	☐	☐	☐
Ability to advise on methods to retain key staff	☐	☐	☐	☐
Ability to monitor staff's operational efficiency in an international context	☐	☐	☐	☐
Ability to signpost potential partners for collaborative ventures	☐	☐	☐	☐
Ability to advise small firms of qualified professionals about the freedom to practise in other states	☐	☐	☐	☐
Ability to monitor the depth and extent of a firm's commitment to the Single Market	☐	☐	☐	☐

Notes

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'Training for small businesses in the European Community'

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Trainer competency for the challenge of the single European market of 1992
(Guides to competency in the design of effective training programmes)

Allan Gibb
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- A Guide to the general competence required of Trainers and Organisers of small business programmes.
- A Guide to Trainer competency for stimulating Pre-start-ups.
- A Guide to Trainer competency for stimulating Start-ups.
- A Guide to Trainer competency for assisting small businesses (having under 50 employees).
- A Guide to Trainer competency for assisting small businesses to cope with the Single European Market of 1992.

A short Introductory Booklet is available, setting out the overall objectives of the Guides and how they might be used. In addition, a brief bibliography of Enterprise training material available in various community countries is provided.

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Spain	Carlos Gomez-Plaza	General Inspectorate of Public Administration Service, Madrid
UK	Allan Gibb	Durham University Bus. School
1992	Rainer Holzer	European Foundation for Management Development, Brussels
	Vince Benson David Stoker	Durham University Business School, UK

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ALLAN GIBB

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September 1989
AFRICA MELIS

Preface

SMEs are a very important element of the European economic and social area which is in the course of construction, and would be better equipped to perform their role if they were to demonstrate both solidity and flexibility. In order to do so, they must be managed in the best possible manner. The improvement of the qualifications of owners and managers of these enterprises is thus, a major challenge. The Member States cannot ignore this fact, and the Community Action Programme in favour of SMEs takes this into account in its general orientation.

The improvement of the operational abilities of small and medium enterprises in the Community, allowing them to seize the opportunities available as a consequence of the Single Market, is the objective assigned to the Commission of the European Communities.

Recent initiatives for the "Preparation of small and medium enterprises for the Europe of 1992" (1) are evidence of the crucial role of the training of owners and managers as seen from this perspective.

The overall objective of this series of Guides is to help improve the supply of training for small businesses in the EEC. We recognise that presently, this supply falls somewhat short of needs and perhaps even fails to meet effective demand. The challenge to the supply side therefore, is to convert needs into demands and to meet these effectively and efficiently. This is critical if SME's are to be encouraged and supported to take full advantage of the Single European Market by 1992.

We recognise that throughout the community there is already an extensive supply offer and there are numerous manuals and guides for those wishing to start small businesses or develop them. We also recognise that the term small business embraces many millions of companies of different types, with very different learning needs. We have not therefore attempted to produce yet another manual for we do not believe that this would contribute to closing the gap.

These Guides are based upon the belief that the key to closing the gap is the development of a professional cadre of trainers and organisers throughout Europe operating to recognise standards of competency. They should have all the entrepreneurial skills required to reach the owner-manager and his staff with their services. And they should be able to practise all they preach in terms of ensuring that the training product is carefully geared to the needs of specific groups of consumers.

1) Preparation of small and medium -sized enterprises for the Europe of 1992 - "Experimental training schemes" SEC (88)1860

We hope the trainers and organisers will use the Guides for self and peer assessment and development, and indeed, that this manual may emerge as a basis for a training programme for the development of the competencies of trainers and organisers of small business throughout the Community.

This guide, coming at this opportune moment, will serve to complement the efforts of DG 23. It will no doubt be a valuable instrument for all those whose purpose is to make our European enterprises more aware of the importance of the quality of their human resources as a means of achieving greater competitiveness.

Alan Mayhew
Director
Commission of the EC. DG 23
Brussels

Eugene Muller
Member of the Management Board of CEDEFOP
Luxembourg

Corrado Politi
Deputy Director of CEDEFOP
Berlin

Contents

Belgium 1
Denmark 4
Germany 6
France 16
Ireland 19
Italy 21
Netherlands 25
Portugal 30
Spain 34
United Kingdom 36

NB!

This bibliography consists of a selection of the principal documentation used in the individual countries.

The titles are given in the **original language** only; in some cases a brief description in English is added.

If you wish to obtain information concerning the availability of the publications in other languages, we would ask you to address the individual contact person or institution.

BELGIUM

Titles

Kandidaat ondernemer, test je ondernemingsgeest
Testing your spirit of entrepreneurship
Pre-start-up advice and trainers guide

Wegwijs bij het starten van je eigen zaak
Guide into starting on your own
Pre-start-up advice and trainers guide

Business plan, praktische gids voor je ondernemingsproject
Business plan, a guide for your business venture
Start-up and existing business advice and trainers guide

Opvolging en bijsturing van je zaak
Succession and your business
Existing business advice and trainers guide

Contact
Generale Bank
Studie-Informatiecentrum KMO 64/E
Warandeberg 3
1000 Brussel
Tel: 02/516.21.11

Title

Starten voor eigen zaak
Starting on your own
Start-up advice and trainers guide

Contact
CERA
Parijsstraat 52
3000 Leuven
Tel: 016/24.44.91

Title

Three brochures
Zelfstandig worden, zijn en blijven
Becoming an independent
Pre-start-up advice and information

Een stap-voor-stap gids naar je eigen bedrijf
A step-by-step guide into your own business
Pre-start-up advice and trainers guide

Syllabus bij de cursus 'Zelfstandig worden, een alternatief?'
Syllabus to the course 'Starting on your own, an alternative?'
Pre-start-up course description

Contact
NCMV-Jongeren / NCMV
Stevenstraat 14 / Spastraat 8
1040 Brussel / 1040 Brussel
Tel: 02/23.80.734
Tel: 02/238.05.11
Fax: 02/238.94.54

Note: the NCMV groups a number of professional organisations. It is a good source for information on all categories. The brochures mentioned above should be considered as examples.

Notes

Title Programme materials for all grades from pre-start to 1992, including advice, training and distance learning

Contact Instituut voor Voortdurende Vorming van de Middenstand
Institute for Permanent Training and Education
(+ vocational centres)
Flemish community: French community:
Jozef II-straat 30 / Maria-Theresiastraat 1
1040 Brussel / 1040 Brussel
Tel: 02/218.60.93
Tel: 02/219.37.88

Title Je eigen zaak
Your Own Business
Guide for pre-starter, starters and existing businesses.
Programmes of advice and training guidance

Note: The information in this book is also available on the small business data base, which is updated continually. For information, please contact the KMO-Studiecentrum. For technical questions or problems,

Contact ORDA-B, Interleuvenlaan 27, 3030 Leuven
(Tel: 016/28.02.28)

Title Financiering en financieel beleid van KMO's in België
Financing and financial management of SME's in Belgium
Progammes for start-ups and existing business advice, trainers guide and distance learning

Series of six books:

Success in your own business
Profits in your own business
Finance in your own business
Growth in your own business
Management in your own business
Taxes in your own business

To cover all categories of advice training for pre-starts to existing businesses

Contact KMO-Studiecentrum, UFSAL Brussel
Small Business Research Institute, UFSAL Brussels
Vrijheidslaan 17
1080 Brussel (Koekelberg)
Tel: 00-32-2-427.99.60
Fax: 00-32-2-427.99.61

Title Praktische gids voor succesvol ondernemen
Guide for successful entrepreneuring
Pre-start, start-up, existing business - useful for advice trainers and distance learning

Contact Kluwer Rechtswetenschappen
Santvoortbeeklaan 21-23
2100 Deurne (Antwerpen)
Tel: 03/325.68.80

Title Starters-programma - Opleidings- en begeleidingsprogramma voor beginnende en pas begonnen ondernemers
Programme for training and guidance of starters and existing businesses
Start-up, existing and 1992 type businesses including advice training and course development

Contact Economische Hogeschool Limburg
Universitaire Campus
3160 Diepenbeek
Tel: 011/22.99.61 (ext 134)

De Vlerick School voor Management
Rijksuniversiteit Gent
Sint-Pietersnieuwstraat 184
9000 Gent
Tel: 091/23.06.09

Université Libre de Bruxelles
Centre de Technologies et de Gestion des Affaires
(Business and Innovation Centre)
Avenue F Roosevelt 50
1050 Bruxelles
Tel: 02/642.21.11

Title SME-management at universities and business schools
Pre-start-up courses

Contact Economische Hogeschool Limburg
Universitaire Campus
3610 Diepenbeek
Tel: 011/22.99.61

Faculté Universitaire Catholique de Mons (FUCAM)
Chaussee de Binche 151
7000 Mons
Tel: 065/31.21.13

Notes

DENMARK

Title Kursusplan 1989 Dansk Smedemester forening
Training programme 1989; Danish Smiths' Association
Aimed at existing businesses

Contact Magnoliavej 2
DK-5250 Odense SV
Tel: +9 17 33 33

Title Industrirådets kurser 1989
Courses of the Federation of Danish Industries
Aimed at existing businesses

Contact H C Andersens
Boulevard 18
DK-1596 Kobenhavn V
Tel: +1 15 22 33

Title Dansk Ingeniorforenings efteruddannelse
In-service course of the Association of Danish Engineers
Aimed at existing businesses

Contact AJOUR
Box 326
DK-2800 Lyngby
Tel: +2 88 23 00

Title Dansk Arbejdogiverforenings uddannelse 1989
Training programme of Danish Employers' Association 1989
Aimed at existing businesses

Contact Øster Alle 56
DK-8400 Ebeltoft
Tel: +6 34 19 33

Title Teknologisk Institut kursusplan 1989
The Technological Institute - training programme 1989

Contact Gregorsensvej
Postboks 141
DK-2630 Taastrup
Tel: +2 99 66 11

Title Jysk Teknologisk - kursusoversigt
The Jutland Technological Institute - survey of training
Guide to courses

Contact Teknologiparken
DK-8000 Aarhus C
Tel: +6 14 24 00

Notes

Title	Ivaerksaettergruppen kursusplan 1989 The Entrepreneurial Group - training programme 1989 *Aimed at starters and existing businesses*

Contact Haslegardsvaenget
18-20
DK-8210 Aarhus V
Tel: +6 15 22 55

Title	Dansk Ivaerksaetterforening Danish Entrepreneurs' Association

Contact Amaliegade 15
DK-1256 Kobenhavn K
Tel: +1 93 20 00

Notes

GERMANY

Title

Quiz: 'Wirtschaftswissen im Wettstreit'
Competition in business knowledge
Aimed at pupils of grammar schools

Published by:
Association of young economists in Germany
(Wirtschaftsjunioren Deutschland)

Contact
Wirtschaftsjunioren Deutschland
Adenauerallee 148
5300 Bonn 1
Attention of: Dr Rainer Neumann
Tel: 0228-104514/5

Title

Selbständig machen, selbständig bleiben
To become and remain independent
Aimed at pre-starters and starters

Published by:
Association of German people's banks

Contact
Bundesverband der deutschen Volks- und Raiffeisenbanken
Abteilung Bildungspolitik
Mr Clemens Jonas
Heussallee 5
5300 Bonn 1
Tel: 0228-509-234

Title

Informationsschrift für Lehrer zur Vorbereitung auf die berufskundliche Ausstellung 'Berufe zum Anfassen'
Information leaflet for the trainers' preparation for the fair 'To get in touch with vocations'
Aimed at teachers and trainers of pre-starters

Published by:
Labour Office (Arbeitsamt) Bonn, Dept for Job Counselling, Villemombler Str 101, 5300 Bonn

Contact
Volkshochschulzweckverband
Schumannstr 25
5308 Rheinbach

Notes

Title Wirtschaft und Unterricht - Informationen für Pädagogen in Schule und Betrieb
Economy and instruction - information for teachers at school and in business
Aimed at teachers of pre-starters

Published by:
Institut der deutschen Wirtschaft (Institute for the German economy) und Bundesarbeitsgemeinschaft Schule/ Wirtschaft (Federal association school/economy)

Contact Institut der deutschen Wirtschaft
Gustav-Heinemann-Ufer 84-88
5000 Köln 51
Tel: 0221-3702-247 (Mr Spiegel)

Title 'Bonner Gründungstage'
Bonn's start-up days
Publication connected with the Bonn start-up days
Aimed at pre-starters, starters, and especially the trainers of pre-starters and starters

Published by:
Norman Rentrop Publishing Company, specialised publishing company for business foundations

Contact Verlag Norman Rentrop
Theodor-Heuss-Str 4
5300 Bonn 2
Tel: 0228-82050

Title Leitfaden: Jugendmarketing - Das Börsenspiel mit realem Kapital
Guide: Youth-Marketing - the exchange simulation with real capital
Distance learning materials aimed at pupils of grammar schools

Published by:
Bundesverband der Deutschen Volks- und Raiffeisenbanken,
Heussallee 5
5300 Bonn 1
Tel: 0228-509-0

Contact Mr Georg Hartl (address as above)

Title Für den Markt von morgen
For tomorrow's market
Distance learning materials aimed at starters of innovative enterprises and their trainers

Published by:
Association of German people's banks

Contact Bundesverband der deutschen Volks- und
Raiffeisenbanken, Abteilung Bildungspolitik
Mr Clemens Jonas
Heussallee 5
5300 Bonn 1
Tel: 0228-509-234

Notes

Title Zusatzstudium Innovationsmanagement
Additional course innovation management (brochure)
Description of courses aimed at university graduates and senior students

Published by:
Technische Universität Berlin, Fachbereich 18
Institut für Betriebswirtschaftslehre
Fasanenstr 4
Sekr FA 9
D-1000 Berlin 12

Contact Prof Dr Volker Trommsdorff (address as above)
Tel: 030-314-2266

Title Dokumentation Berufsorientierung in der Mittel- und Oberstufe des Gymnasiums
Documentation of job-orientation in grammar school
Description of courses aimed at teachers and job counsellors

Published by:
Association of education ministers (Konferenz der Kultusminister der Länder)

Contact Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland
Nasserstr 8
5300 Bonn 1
Tel: 0228-501-0

Title Ich mache mich selbständig
I start up a business
Aimed at starters

Published by:
Chambers of Commerce of the State of Hessia

Contact Industrie- und Handelskammer Frankfurt am Main
Börsenplatz
Postfach 3229
6000 Frankfurt am Main
Tel: 0611-21971

Title Leistungsträger Mittelstand - Förderungsmaßnahmen des Bundes für mittelständische Unternehmen, Freie Berufe und Existenzgründer
Federal measures for start-ups and small enterprises
Aimed at starters and small enterprises

Published by:
Office for Economics

Contact Bundesministerium für Wirtschaft
Referat Öffentlichkeitsarbeit
Villemombler Str 76
5300 Bonn 1

Notes

Title Existenzgründungsseminar
Course for business start-up
Aimed at trainers of starters of craft businesses

Published by:
Institute for the techniques of management in handicraft, Karlsruhe, Research Dept of the German Institute for Handicraft; Dr Jochem Heizmann publishing company

Contact Akademie des Handwerks (Craft Academy)
Handwerkskammer Rhein-Main
Mrs A Bergmann
Bockenheimer Landstr 21
6000 Frankfurt am Main 1
Tel: 069-71000161/62

Title Wege und Tips zur Existenzgründung
Approaches, checklists and advice for start-ups
Aimed at trainers as well as starters themselves

Published by:
Humboldt-Taschenbuchverlag Jakobi KG, Munich

Contact Dipl-Ing Helmut Dittrich (author)

Title Starthilfe
Help for start-ups
Distance learning materials aimed at starters and their trainers

Published by:
Office for Economics

Contact Bundesministerium für Wirtschaft
Abteilung II
MinR'n Schulte Steinberg
Villemombierstr 76
5300 Bonn 1
Tel: 0228-615-2566

Title Checklist for starters by the Association of Young Entrepreneurs (Bundesverband Junger Unternehmer)
Distance learning materials aimed at starters

Published by:
Bundesverband Junger Unternehmer

Contact Bundersverband Junger Unternehmer der
Arbeitsgemeinschaft Selbständiger Unternehmer e V
Mainzer Str 238
5300 Bonn 2
Tel: 0228-34304

Notes

Title Seminarprogramme der Existenzgründungslehrgange der IHKs und der Wirtschaftsjunioren Deutschland
Seminar booklets on the business start-up courses
Description of courses aimed at starters

Published by:
Chambers of Commerce and Wirtschaftsjunioren Deutschland

Contact Deutscher Industrie- und Handelstag
(Head organisation of the Chambers of Commerce in Germany)
Abteilung X
Postfach 1446
5300 Bonn 1
Btx: *69010325333a#

Title Der Weg in die Selbständigkeit - Maßnahmen der Bundesregierung zur Förderung von Existenzgründungen
Measures of the Federal government with regard to business start-ups
Chapter 2: Counselling measures
Description of courses aimed at starters

Published by:
Office for Economics

Contact Bundesminsterium für Wirtschaft
Referat Öffentlichkeitsarbeit
Villemombler Str 76
5300 Bonn 1

Title Mit Erfolg selbständig - Ratgeber zur Existenzgründung und Existenzsicherung
Successfully independent - guide for start-ups and securing young businesses
Advice and information aimed at starters and owners of young micro-businesses

Published by:
Deutscher Sparkassenverlag, Stuttgart

Contact Deutscher Sparkassen- und Giroverband
Simrockstr 4
5300 Bonn 1
Tel: 0228-204-1

Title Marktchancen erkennen und gezielt nutzen
To recognize and utilise market opportunities
Advice and information aimed at entrepreneurs of micro-businesses in their first growth phase

Published by:
Deutsche Bank Corporation

Contact Deutsche Bank
Zentrale/Firmenkunden-Abteilung
Postfach 100601
6000 Frankfurt am Main 1

Notes

Title

Leitfaden für junge Unternehmen - Bestandsaufnahme und Existenzsicherung 5 Jahre nach dem Schritt in die Selbständigkeit
Description of and measures to be taken by young enterprises 5 years after starting up
Guide aimed at trainers of young businesses as well as entrepreneurs

Published by:
Deutscher Instituts-Verlag Köln
Gustav-Heinemann Ufer 84-88
5000 Köln 51

Contact Deutsche Vereinigung zur Förderung der Weiterbildung von Führungskraften (Wuppertaler Kreis) e V Köln
German Association for the promotion of continuing education of entrepreneurs, Cologne)
Mr Manfred E Strombach

Title

Projekt- und transferorientierte Ausbildung
Project- and transfer-oriented education
Guide aimed at trainers who want to adopt an innovative instruction style in order to act as a reference person and as a consultant for trainees, rather than as a traditional instructor

Published by:
Borretty, Fink, Holzapfel, Klein,
Siemens Corporation, Munich

Contact Siemens Corporation
Zentralbereich Personal
Abt Gewerbliche Weiterbildung
Koppstr 6
8000 München 70
Tel: 089-722-0

Title

Entwicklungslinien und Entwicklungsrisiken neugegründeter Unternehmen, Schriften zur Mittelstandsforschung Nr 9 NF
Development and risks of new enterprises - results from research on SMEs
Aimed at young businesses

Published by:
C E Poeschel Publishing Co, Stuttgart

Contact Eva May-Strobl
Institut für Mittelstandsforschung
Maximilianstr 20
5300 Bonn 1
Tel: 0228-72997-0

Notes

Title DATEV-Programme zu Jahresabschluss, Betriebswirtschaftliche Auswertungen, Finanzbuchführung, sowie zur Lohn- und Gehaltsabrechnung
Programmes by DATEV on preparing accounts at year-end, on financial analyses, on financial accounting, and on accounting for salaries and wages
Distance learning materials aimed at small and medium-sized enterprises

Published by:
DATEV (Datenverarbeitungsorganisation des steuerberatenden Berufes in der Bundesrepublik Deutschland)
(Data processing organisation of the tax advisors in Germany)

Contact DATEV
Baumgartnerstrasse 6-14
8500 Nürnberg 80
Tel: 0911-276-0

Title Seminarprogramm - Fort- und Weiterbildung im Handwerk
Course brochure - continuing education in craft businesses)
Description of course aimed at small and young craft businesses

Published by:
Akademie des Handwerks, Handwerkskammer Rhein-Main
Academy of Craftsmanship, Craft Chamber Rhein-Main

Contact Akademie des Handwerks
Handwerkskammer Rhein-Main
Mrs A Bergmann
Bockenheimer Landstr 21
6000 Frankfurt am Main 1
Tel: 069-71000161/62

Title Seminarprogramm der IHK-Düsseldorf: Seminar Existenzaufbau und Existenzsicherung
Course brochure by the Chamber of Commerce in Düsseldorf: course for building up a business and securing it economically
Description of course aimed at micro-businesses

Published by:
Chamber of Commerce in Düsseldorf

Contact Industrie- und Handelskammer Düsseldorf
Martin-Luther-Platz 28
4000 Düsseldorf 1
Tel: 0211-3557332

Notes

Title Wegweiser zum EG-Binnenmarkt - Chancen und Risiken für die deutsche Wirtschaft - Informationen für die Unternehmen
Sign-post to the European Single Market - opportunities and risks for the German economy - information for enterprises
1992 advice and information direct for the SME or starter, aimed at enterprises (especially small and medium-sized)

Published by:
Deutsche Industrie- und Handelstag (DIHT)
Head organisation of the German Chambers of Commerce

Contact Deutscher Industrie- und Handelstag
Adenauerallee 148
5300 Bonn 1
Tel: 0228-104-0
Btx: *69010#

Title Prüfliste EG 1992 - Maßnahmen der Unternehmen im EG-Binnenmarkt - Aufgaben rechtzeitig erkennen Chancen und Risiken richtig einschätzen
Checklist EC 1992 - measures by enterprises in view of the Single Market - recognising tasks in time and evaluating opportunities and risks
1992 advice and information aimed at small and medium-sized enterprises

Published by:
Rationalisierungs-Kuratorium der Deutschen Wirtschaft (RKW)

Contact RKW
Düsseldorfer Str 40
Postfach 5867
6236 Eschborn
Tel: 06196-495-1

Title Europäischer Binnenmarkt 1992 - Ein Leitfaden für Handelsvertreter und Handelsmakler
European Single Market 1992 - a guideline for commercial agents and commercial brokers
1992 advice and information aimed at commercial agents and commercial brokers

Published by:
Verlag CDH-Wirtschaftsdienst GmbH
Geleniusstrasse 1 (CDH-Haus)
5000 Köln 41

Tel: 0221-514043
Contact Centralvereinigung Deutscher Handelsvertreter- und Handelsmakler-Verbände (CDH), Cologne
(address as above)
President: Mr Norbert Hopf

Notes

Title

Chancen und Risiken im neuen europäischen Wettbewerb - Zusammenfassung der Einführung im Rahmen des Seminars EG '92: Chancen und Risiken für das mittelständische Unternehmen
Opportunities and risks in the new European competition - collected lecture notes to an introductory course
Guide for 1992 Trainers aimed at lecturers and participants of 1992 courses

Published by:
C E Poeschel Publishing Co, Stuttgart

Contact
Verlag C E Poeschel
Kernerstr 43
7000 Stuttgart 1
Tel: 0711-223067-69

Title

Europa 1992: Was wird kommen? Chancen und Risiken? Strategien für die erfolgreiche Erschliessung des Marktes von morgen - Bausteine für die Unternehmenspraxis
Europe 1992: What will come? Opportunities and risks? Strategies for successfully making tomorrow's markets accessible - elements for practical business
Guide for 1992 aimed at trainers as well as entrepreneurs themselves

Published by:
business consultants Brabeck & Partner

Contact
Unternehmensberater Brabeck & Partner
Hindenburgstr 19
8134 Pocking
Tel: 089-8571314

Title

EG-Binnenmarkt '92 - Chancen und Risiken für Betriebe
European Single Market '92 - opportunities and risks for enterprises
1992 Guide aimed at trainers of entrepreneurs and entrepreneurs themselves

Published by:
Rudolf Haufe Publishing Co

Contact
Rudolf Haufe Verlag
Redaktion EG-Binnenmarkt
Postfach 740
7800 Freiburg im Breisgau

Notes

Title
Europäische Defizite, europäische Perspektiven - eine Bestandsaufnahme für morgen - Strategien und Optionen für die Zukunft Europas
European deficits, European perspectives - a close-up for tomorrow - strategies and options for Europe's future
Distance learning materials aimed at decision-makers in business and politics

Published by:
Verlag Bertelsmann Stiftung, Gütersloh

Contact
Bertelsmann Stiftung
Forschungsgruppe Europa
Moltkestr 10
4830 Gütersloh 1
Tel: 05241-8603-0

Title
Memorandum zur Europapolitik
Notes on European policy
Distance learning materials aimed at decision-makers in business and politics

Published by:
Federal Association of German Industry
(Bundesverband der Deutschen Industrie)

Contact
Bundesverband der Deutschen Industrie e V
Gustav-Heinemann-Ufer 84-88
5000 Köln 51
Tel: 0221-370800
Telex: 8882601

Title
Seminarprogramme "Vorbereitung auf den EG-Binnenmarkt 1992" und "Unternehmenskooperationen im zukünftigen EG-Binnenmarkt"
Course programmes "Preparation for the European Single Market" and "Co-operations among enterprises in the Single Market"
Course description aimed at starters, SMEs and trainers

Published by:
Landesgruppen Hessen und Rheinland-Pfalz des Rationalisierungs-Kuratoriums der Deutschen Wirtschaft (RKW)(Association of the RKW in the Länder of Hessia and Rheinland-Pfalz)

Contact
Landesgruppe Hessen: Tel: 06196-495-359
Landesgruppe Rheinland-Pfalz: Tel: 06131-233761

Title
Seminarprogramme "Unternehmensstrategien für Europa 92"
Course programme "Strategies for enterprises for Europe 92"
Description of course aimed at starters, SMEs and trainers

Published by:
Educational centre of the Chamber of Commerce in Duisburg

Contact
IHK-Bildungszentrum
Postfach 101508
4100 Duisburg 1
Tel: 0203-2821-282

Notes

FRANCE

Title Stratégie pour la création d'entreprises: création, reprise et développement de l'entreprise
Analyse le 'profil' du créateur; pour les repreneurs, explique comment estimer la valeur d'une entreprise et negocier son rachat

Contact Robert Papin, Dunod Ed. 1986, 2ème édition

Title Devenez votre propre patron
250 pages ou cette créatrice d'entreprise vous donne des conseils de 'sage-femme' pour faire accoucher sans douleur votre projet. Simple et franc-parler ...

Contact Jeanne Courouble, Marabout Ed, 1987

Title Guide du créateur d'entreprise
Tout sur les nouvells aides à la création, avec les adresses utiles. Trois parties: comment collecter l'information, les eéapes de la création, les aides à la création

Contact Philippe Gorre, Chotard Ed, 1987, 9ème edition

Title Mémento pratique du créateur d'entreprises
Guide pratique sous formes de fiches classées de A a Z. Rédigé par un expert-comptable, l'ouvrage est bourre d'astuces juridiques, fiscales, financières ...

Contact Patrick Lafond, Le Monde de L'Entreprise Ed, 1986

Title Demain je crée mon entreprise - Guide juridique pratique de l'entrepreneur
Les principales formules juridiques, leurs conseéquences fiscales et sociales

Contact Dominique Riera, Media 2000 Ed, 1986

Title Créer ou reprendre une entreprise
576 pages, neuf ré-éditions, la dernière en 1986. Tout sur tout, de la naissance de l'idée au demarrage de l'activité

Contact A N C E

Title Créer une entreprise artisanale ou de petite taille
160 pages. La même chose que le précédent, mais sur les petites entreprises

Contact A N C E

Notes

Title La collection de 'dossiers-guides' de l'A N C E
40 pages. Par secteur d'activite (industrie, commerce, services, artisanat, innovation).

Contact A N C E

Title Encyclopédie Delmas pour la vie des affaires
90 titres, 8 séries essentiellement juridiques, du sponsoring au droit de l'informatique. 200 à 300 pages le volume

Contact Collection 'Ce qu'il faut savoir', Delmas Ed

Title Trois series differentes:

1- Notes d'information (par exemple: 'Les aides fiscales à la création d'entreprises')
2 - Documentation pratique (par exemple: 'Geérants de SARL, connaissez vos obligations')
3 - Guides pratiques de gestion, pour les commerçants (par exemple: 'Comment prévoir sa trésorerie')

Contact Chambre de commerce et d'industrie de Paris

Title Les Cahiers techniques de l'A N C E
80 pages. Documentation peédagogique, qui permet aux créateurs de faire des choix dans des situations concrètes

Contact A N C E

Title Le macroscope
Offre une approche systemique des organisations (dont les entreprises) confrontées à un environnement complexe

Contact A de Rosnay, Point-Seuil Ed

Title L'entreprise du 3ème type
Propose une réflexion sur l'organisation et les objectifs de l'entreprise 'Moderne'.

Contact G Archier et H Serieyx, Seuil Ed

Title La création d'entreprise, un enjeu local
Ecrit par une équipe de sociologues, cet ouvrage donne des points de repères du point de vue du developpement local

Contact J Arocena, P Bernoux, G Minguet,
La Documentation Française

Title Artisanat et capitalisme
Analyse le rôle de l'entrepreneur dans son entreprise (soit de type 'artisanal', il produit, seul ou avec d'autres, des objets ou des services; soit de type 'capitaliste' il gère, vend ...)

Contact C Jaeger, Payot Ed.

Notes

Title Université d'ele Ance
Programme pack designed to run along a 10-day summer school to inform teachers about enterprise creation for the promotion of business start-up

Apprendre a Entrepreudre
Manual for teachers and other professionals in the field of enterprise creation

Contact ANCE
142 Rue de Bac
75007 Paris

Title Crea Team
Computer software package of simulated business games to stimulate business start-up in young people

Contact Patrice Chereau
8 Rue Picardie
91130 Ris Organis

Title Depart
Software package for SME's

Valise pedagogique
Teaching aids package for SME's

Contact Assemblee Permanente des Chambres de Metiers
12 Avenue Marceau
75008 Paris

Notes

IRELAND

Title Project for the Integrated Provision of Education (PIPE)
Course pack on enterprise development

Contact
Ms Marion O'Riordan
Project Leader
Curriculum Development Centre
Island House
Cathedral Square
Galway
Ireland

Title Action for Enterprise
Video about community/co-operative enterprise start-up

Contact
Peter Finnegan
FÁS
The Training and Emplayment Authority
Service to Industry Division
PO Box 456
27-33 Upper Baggot Street
Dublin 4
Ireland

Title Enterprise Files
Self-help files containing comprehensive information on enterprise and business start-up

Contact
Colin Tobin
Careers Office
University College
Belfield
Dublin 4
Ireland

Title Starting your own Business
Guide to business start-up, including sections on constructing a business plan, finance, accounts and taxation, employing others and legal issues

Contact
Leslie McKee
Ernst and Whinney
Stephen Court
18-21 St Stephens's Green
Dublin 2
Ireland

Title Small Business Digest
Quarterly publication which builds into a comprehensive guide to starting and running a business

Contact
Ulster Bank Ltd
33 College Green
Dublin 2
Ireland

Notes

Tiltle Setting up and running your own craft workshop
Deals with the basic elements of starting up and running a crafts business

Contact Frank Sutton
Executive Officer
The Crafts Council of Ireland
Thomas Prior House
Ballsbridge
Dublin 4
Ireland

Title Running your own business
Guide to business start-up

Contact The Manager
Small Business Service Section
Stokes Kennedy and Crowley
7 Stokes Place
Stephen's Green
Dublin 2
Ireland

Title Presenting your case to a financial institution
Covers the process of developing ideas into viable business propositions

Contact Marketing Manager
Marketing Department
Head Office
Bank of Ireland
Lower Baggot Street
Dublin 2
Ireland

Title Financial Planning and Control
Effective Costing
Financial Management & Book-keeping
Improving Product Effectiveness
Analysing your Product Line
Developing Existing Markets
Capability for Change
Setting and Reaching your Objectives
Improving Manufacturing Performance
Recruiting your Workforce
Leadership: Motivation and Teamwork
Going Limited
Researching New Opportunities
All mainly for existing businesses

Contact All publications may be purchased from:
FAS
The Training and Employment Authority
Service to Industry Division
P O Box 456
27-33 Upper Baggot Street
DUBLIN 4
Ireland

Notes

ITALY

Title

Impara a intraprendere
Learn to start your business

Manual for pre-starter students

Impara a intraprendere
Learn to start your business

Manual for trainers of pre-starters

Seminario di formazione dei formatori
Seminar for training of trainers

US Small Business Administration- Questionario per la selezione degli studenti
Questionnaire for vocational selection (translated from English)

Scuola di psicologia dell'organizzazione- Questionario per la selezione degli studenti Questionnaire for vocational selection

Contact For all above:

ISFOL
Via Bartolomeo Eustachio 8
00161 Roma

Title

Intraprendere a 20 anni
The young entrepreneurs

Un ricercatore crea un'impresa
A researcher is starting his firm

Chic, artigiani da choc
The start of some micro-firms

Videocassettes for sensitization in school, all three produced in France by ANCE, translated and doubled by ISFOL Audiovisual Laboratory, Roma 1988

Dalla scuola all'impresa
Italian cases of start-up

Contact ISFOL
Via Bartolomeo Eustachio 8
00161 Roma

Notes

Title
Regione Lombardia-Imprenditorialitá giovanile:
gli interventi regionali
The regional support to the young entrepreneurs
Il circuito della creazione (ANCE)
The circuit of starting a firm
Translated from French

Contact
FORMAPER
Chamber of Commerce
Via Brisa
20123 Milano

Title
Ministero del Mezzogiorno - Comitato per lo sviluppo di nuova imprenditorialitá giovanile-Giovani & Impresa
The young people and the firm

Recurring - Roma

Ministero del Mezzagiorno - Comitato per lo sviluppo di nuova imprenditorialitá giovanile -Manuale per i neoimprenditori del Sud ammessi alle agevolazioni della legge 44/86 e che frequentano gli appositi corsi start-up
Manual for the new entrepreneurs authorised to the credit facilities of Law 44/86 and who participate in the special start-up courses - Rome 1988
Mimeographed textbooks for the participants to start-up courses

Contact
Ministero del Mezzogiorno
Comitato per lo sviluppo di nuova impreditorialita' giovanile
Piazzale di Porta Pia 121
00187 Roma

Title
Mettersi in proprio - servizi ai nuovi imprenditori
To start his own business - the services to the benefit of the newcomers
Mimeographed 1988

Contact
FORMAPER
Chamber of Commerce
Via Brisa
20123 Milano

Title
Test per la valutazione dell'idea imprenditoriale
Questionnaire to test the maturity of the business idea
Trainers guide, translated from Finnish

Contact
FORMAPER
Chamber of Commerce
Via Brisa
20123 Milano

Notes

Title Ministero del Mezzogiorno - Comitato per lo sviluppo di nuova imprenditorialita' giovanile - Manuale per i docenti ai corsi di formazione imprenditoriale previsti per i neoimprenditori ammessi alle agevolazioni della legge 44/86
Manual for trainers of the special courses to the benefit of the new entrepreneurs authorised to the credit facilities of Law 44/86

Roma 1988

Contact Ministero del Mezzogiorno
Comitato per lo sviluppo di nuova impreditorialita' giovanile
Piazzale di Porta Pia 121
00187 Roma

Title Dispense per:
Special mimeographed textbooks for:
- Marketing
- Finance of first three years
- Accounting
- Legal and administrative proceedings
- Venture capital and credit facilities
- Organisation

Trainers guide

Contact FORMAPER, Milano

Title Come avviare e gestire con successo un'attivita' propria
How to start and manage a successful firm
Translated from English and mimeographed

Contact FORMAPER
Chamber of Commerce
Via Brisa
20123 Milano

Title Corso completo di avviamento dell'impresa in 11 ore
Full start-up course in 11 hours
Videocassettes (VHS), produced by G Russo

Contact FORMACOM s a s
Via Rancati 37
20127 Milano

Title Ministero del Mezzogiorno - Comitato per lo sviluppo di nuova imprenditorialita' giovanile - Giovani, Impresa e Mezzogiorno - multimediale con video di 30'
The Young People, the Enterprise and the South - a multimedial including a videocassette VHS 30'
Content: (a) the South development, (b) the Law, (c) the Business Plan

Contact Ministero del Mezzogiorno
Comitato per lo sviluppo di nuova impreditorialita' giovanile
Piazzale di Porta Pia 121
00187 Roma

Notes

Title CERVED - un disco per apprendere
A disk to learn - How to use the CERVED databanks for simple marketing research

Software for PC: Disk 1 (national level)
Disk 2 (for export)

Contact CERVED - Divisione Formazione
Via Appia Nuova 696
00179 Roma

Title Self-analysis questionnaire - P Zini & G Pantaleoni
For the starter

Contact FORMAPER
Chamber of Commerce
Via Brisa
20123 Milano

Title Agenzia Industriale Italiana - Check up dell'azienda - guida alla diagnosi di gestione di una piccola e media industria
A guide for the diagnosis of a small firm

Contact Ed Buffetti, Roma 1983

Title Il controllo gestionale nella piccola e media impresa
The audit of a SME

Contact P Zini & G Pantaleoni
La Poliglotta
Milano 1981

Title Check-up della piccola azienda
The check-up of a SME software for PC IBM or IBM compatibles and LOTUS programme. (The inputs are the last two budgets)

Contact FORMAPER
Chamber of Commerce
Via Brisa
20123 Milano

Title Marketing per titolari di piccole imprese
Marketing management for SMEs

Irish production, translated from English. A multimedial mean package including videocassettes VHS, open learning books, audio records. FORMACON 1987

Contact FORMACON s a s
Via Rancati 37
20127 - Milano

There are only researches, enquiries and reports on 1992, not for training, at this moment. No special course.

Notes

NETHERLANDS

Title Een slagerij beginnen?
To start a butcher-shop?
Aimed at persons wanting to start a butcher-shop

Contact Economisch Instituut voor het Midden- en Kleinbedrijf
Postbus 7001
2701 AA Zoetermeer
Tel: 079-413634

Title Eigen Bedrijf?
Own Company?
Aimed at advisers for starters. All aspects concerning the start of a business and entrepreneuring

Contact Tjeenk Willink
Postbus 25
8000 AA Zwolle
Tel: 038-211444

Title Toekomstige Ondernemer
Future Entrepreneur
Aimed at those starting a business

Contact Algemene Bank Nederland
Antwoordnummer 1555
1000 PA Amsterdam
Tel: 020-292726

Title De ondernemer en zijn onderneming
The entrepreneur and his enterprise
Publication of the notary organisation about legal aspects concerning the enterprise
Aimed at starters

Contact Koninklijke Notariële Broederschap
Postbus 96827
2509 JE Den Haag
Tel: 070-469697

Title Start van een onderneming
Start of a business
Legal aspects and taxes concerning starting and growth of a business
Aimed at starters

Contact Klynveld Kraayenhof & Co, Accountants
Postbus 7137
1007 JC Amsterdam
Tel: 020-5469111

Notes

Title Ondernemen en de vestigingswetgeving
Enterprise and the permit to establish a business
Aimed at starters

Contact Prins
Langestraat 48
Brielle
Tel: 01810-17483

Title De juridische organisatie van de onderneming
The legal structure of the enterprise
About all kinds of legal aspects concerning the enterprise
Aimed at starters and existing businesses

Contact Vakgroep Recht Universiteit van Amsterdam
F E W
Jodenbreestraat 23
Kamer 2344
1011 NH Amsterdam

Title Marketing en detailhandel
Marketing and retailing
Aimed at existing businesses

Contact Wolters-Noordhof
Postbus 567
9700 AN Groningen
Tel: 050-226886

Title Ondernemingsplan
Business plan
Aimed at helping those starting a business

Contact Faktor Consultants for small business
Burgemeester Hoffmanplein 10
3071 XJ Rotterdam
Tel: 010-4144811

Title Financieel management
Financial management
Mainly for existing businesses

Contact Faktor Consultants for small business
Burgemeester Hoffmanplein 10
3071 XJ Rotterdam
Tel: 010-4144811

Title Cijferwerk
Budgeting and accounting
Mainly for existing businesses

Contact Faktor Consultants for small business
Burgemeester Hoffmanplein 10
3071 XJ Rotterdam
Tel: 010-4144811

Notes

Title Een eigen bedrijf beginnen
Start your own business
Orientation on starting a business
Aimed at the business starter

Contact Nederlandsche Middenstandsbank
Postbus 1800
1000 BV Amsterdam
Tel: 020-5439111

Title Doelgericht Ondernemen
Effective entrepreneuring
Work book for course for entrepreneurs on television and radio
Aimed at existing businesses

Contact Teleac
Postbus 2414
3500 Utrecht
Tel: 030-956911

Title Marketing for SMEs
Textbook for course on television and radio

Contact Teleac
Postbus 2414
3500 Utrecht
Tel: 030-956911

Title Ondernemerswijzer
Guide for entrepreneurs
Guide with examples of all kinds of often used forms and contracts for entrepreneurs. For existing businesses

Contact Kluwer
Postbus 23
7400 GA Deventer
Tel: 05700-47111

Title Draaiboek voor de start van een bedrijf
Scheme for starting a business
Work book with all steps for founding a business. For start-ups

Contact Hoofdbedrijfschap Ambachten
Postbus 80701
2508 GS Den Haag
Tel: 070-514471

Title Management
Correspondence courses for people in a management position

Contact Leidse Onderwijsinstellingen
Antwoordnummer 1
2300 VB Leiden
Tel: 071-451893

Notes

Title Correspondence course for the permit to establish a business
Aimed at starters

Contact Leidse Onderwijsinstellingen
Antwoordnummer 1
2300 VB Leiden
Tel: 071-451893

Title Correspondence course for the permit to establish a business
Aimed at starters

Contact PBNA
Velperbuitensingel 6
6828 CT Arnhem
Tel: 085-575911

Title Correspondence courses about management subjects
For all groups

Contact PBNA
Velperbuitensingel 6
6828 CT Arnhem
Tel: 085-575911

Title Courses for entrepreneurial education
Correspondence courses published by numerous branches of industry about several subjects. Aimed at all groups

Contact Information about all courses:

Vereniging van cursorisch branchgerichte ondernemersopleidingen
Postbus 85866
2506 CN Den Haag
Tel: 070-506050

Title Video course for retailing
Textbook with videotapes for entrepreneurs in retailing
Aimed at existing businesses

Contact Hoofdbedrijfschap detailhandel
Nieuwe Parklaan 74
Den Haag
Tel: 070-514261

Title Courses about financial economic subjects
Textbook and videotape published by an accountant. Expensive.
Aimed at existing businesses

Contact Stichting Thuisdocent
Tel: 02975-63600

Notes

Title Cursorische opleidingen voor ambacth, dienstverlening, horeca en vervoer
Description of oral and correspondence courses for craft, service industries, catering and transportation
Aimed at existing businesses

Contact CEDEO
Postbus 96804
2509 Den Haag
Tel: 070-244068

Title Cursorische opleidingen voor de detailhandel
Description of oral and correspondence courses for retailing

Contact CEDEO
Postbus 96804
2509 Den Haag
Tel: 070-244068

PORTUGAL

Title
Inovação para Jovens Empresaários
Innovation for Young Entrepreneurs (1987)

Contact
IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas
e ao Investimento)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

Title
Criação de Empresas - Guia Prático
Aimed at start-ups: a practical guide (1987/1988)

Contact
IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas
e ao Investimento)
(Institute for the Support of Small and Medium-Sized
Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

CGD
Caixa Geral de Depósitos

IEFP
Instituto de Emprego e Formação Profissional

Title
Estudo de Viabilidade da Nova Empresa: Eduardo Cruz
Feasibility Studies for New Ventures (1987)

Contact
CIFAG
Centro de Informação, Formação e Aperfeicoamento
em Gestão
Av. Júlio Dinis 11
1000 Lisboa
Tel: 73 15 11; 76 60 82
Telefax: 73 10 91
Telex: 14176 IPELIS P

Notes

Title Cooperação entre Empresas: J Marques Apolinario
Co-operation between Enterprises (1984)
Aimed at existing businesses

Contact IAPMEI
(Instituto de Apoio ás Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

Title Subcontratação: J Marques Apolinário
Subcontracting (1986)
Aimed at existing businesses

Contact IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

Title Inovação Industrial
Industrial Innovation (1983)
Aimed at existing businesses

Contact IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

CGD
Caixa Geral de Depósitos

Notes

Title Novas Tecnologias
New Technologies (1985)
Aimed at existing businesses

Contact IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

CEDINTEC
Centro para o Desenvolvimento e Inovação Tecnológica

Title Transferência de Tecnologias
Technology Transfer (1986)
Aimed at existing business

Contact IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

CEDINTEC
Centro para o Desenvolvimento e Inovação Tecnológica

Title Fundos e Programas Comunitaários
EEC Funds and Programmes (1987)

Diagnóstico da sua Empresa: A Pereira Magro
Your Enterprise Diagnosis (1983)

A Gestão Financeira da sua Empresa: A Pereira Magro
Financial Management in your Enterprise (1983)

O Marketing da sua Empresa: A Pereira Magro
Marketing in your Enterprise (1984)

Como Financiar a sua Empresa: A Pereira Magro
How to Finance your Enterprise (1985)

A Gestão des Vendas da sua Empresa: A Pereira Magro
Sales Management in your Enterprise

A Gestão da Produção da sua Empresa: A Pereira Magro
Production Management in your Enterprise (1986)

A Gestão do aprovisionamento da sua Empresa: A Pereira Magro
Stock Management in your Enterprise (1986)

A Exportação na sua Empresa: A Pereira Magro
Exports in your Enterprise

A Gestão dos Custos na sua Empresa: A Pereira Magro
Cost Management in your Enterprise (1988)
All the above are aimed at existing businesses

Contact IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

Title Guia para Elaboração de Projectos Industriais
Guide for Industrial Projects Elaboration (1985/1988)

Contact IAPMEI
(Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento)
(Institute for the Support of Small and Medium-Sized Enterprises and to Investment)
Rua Rodrigo da Fonseca 73
1297 Lisboa Codex
Tel: 52 54 19
Telefax: 56 31 61
Telex: 15657 IAPMEL P

CGD
Caixa Geral de Depósitos

Title Planeamento Estrategico para PME: Eduardo Cruz
Strategic Planning for SME (1988)

Contact CIFAG
Centro de Informação, Formação e Aperfeicoamento em Gestão
Av. Júlio Dinis 11
1000 Lisboa
Tel: 73 15 11; 76 60 82
Telefax: 73 10 91
Telex: 14176 IPELIS P

All these publications can be considered useful as advice and information direct for the SME or starters. The "Start-ups: a Practical Guide" can also be used as a Guide for Trainers.

Notes

SPAIN

Title Guía del promotor de autoempleo: Madrid 1986
Aimed at pre-start-up

Contact INEM (Instituto Nacional de Empleo)
Subdirección General de Promoción de Empleo
c/Condesa de Venadito n° 9
28 027 Madrid
España

Title Agenda para la creación de empresas: Madrid 2ª Edic. 1988
Aimed at start-ups

Contact IMPI (Instituto de la Pequeña y Mediana Empresa Industrial)
Subdirección General de Estudios del IMPI
Paseo de la Castellana, 141
28046 Madrid
España

Title Cómo crear una empresa: Madrid 3ª Edic. 1988
Aimed at start-ups

Contact IMPI (Instituto de la Pequeña y Mediana Empresa Industrial)
Subdirección General del Estudio del IMPI
Paseo de la Castellana, 141, 2ª
28046 Madrid
España

Title Diez pasos para crear una empresa ,Bilbao 1985
Aimed at start-ups

Contact Sociedad para la Promoción y Reconversión Industrial S .A.
Gran Via 35
3ª planta
48009 Bilbao
España

Title Lo que todo pequeño empresario debe saber
Geoffrey G. Merediht.. OIT. Ginebra , 2ª Edic. *1986*
Aimed at existing small businesses

Contact Oficina de Publicaciones Oficiales
de las Comunidades Europeas
Castelló 35
E-28001 Madrid
España

Notes

Title Creación de empresas.
Formas jurídicas y trámites legales . Impiva. (1988)
Aimed at start-ups and existing businesses

Contact IMPIVA (Instituto de la Mediana y
Pequena Empresa Valenciana)
Generalitat Valenciana
Plaza del Ayuntamiento, n° 6
46002 Valencia

Title Cómo crear su propia empresa. Factores clave de gestion:
M. Ludevia y M. Ollé Boixareu Editores 2ª Edic. 1987
Aimed at start-ups

Contact Marcombo S.A.
Gran Via de les Corts Catalanes, 594
08007 Barcelona
España

Title Guia de autoempleo. Fichas de informacion tecnica
Barcelona , 1ª Edic. 1988
Aimed at pre-start and start-up

Contact Dirección Provincial del INEM
(Instituto Nacional de Empleo)
Via Layetana 16
6ª planta
08003 Barcelona
España

Title Video interactivo de autodiagnostico empresarial,
Barcelona 1988
Aimed at existing businesses

Contact MABB, Sistemas Interactivo S.A.
Infanta Carlota 123, 3ª C
08029 Barcelona
España

Title Pensando en su empresa (Formas jurídicas de constitución, tramites, seguridad social)

Contact IMADE (Instituto Madrileño de Desarrollo)
Servicio de Información y Asesoramiento empresarial
C/ Garcia de Paredes 92,
28010 Madrid
España

Notes

UNITED KINGDOM

Title Education for Enterprise
A manual for enterprise in schools
Vol 1: 14-16 year olds
vol 2: 16-19 year olds

Contact Durham University Business School
Mill Hill Lane
Durham DH1 3LB

supported by British Steel (Industry) and Department of Trade and Industry, 1986

Title Private Enterprise Programmes
13 booklets/manuals covering marketing, selling, sales promotion, finding new products, sources of finance, book-keeping, basic accountancy, financial control, managing growth, capital in business, employing people, taxation.
Aimed at micro-business

Contact The Training Agency
Moorfoot
Sheffield S1 4PQ

Title Business Enterprise Programme
A trainer guide to start-up training

Contact The Training Agency
Moorfoot
Sheffield S1 4PQ

Title Graduate Enterprise Programme
A guide to graduates starting in business

Contact Cranfield School of Management
Cranfield
Bedford MK 430 AL

Title Your Business Success
Training needs analysis and small business development, for existing businesses

Contact CASDEC Ltd
Chester le Street
Co Durham

Durham Small Business Club
New College
Framwellgate Moor
Durham DH1 5ES

Notes

Title Skill into Business
A manual for start-up training - trainers manual with cases

Contact Durham University Business School
Mill Hill Lane
Durham DH1 3LB

Title Youth Enterprise Resource Kit
Manuals for both entrepreneurs and trainers in the young enterprise field, including the following titles: The Enterprise Option; Setting up and Running a Youth Enterprise Centre; Youth Enterprise Resource Bank; Business Made Simple; Financial Control and Accounts; Marketing for Success; Employing People.

Contact Project North East
60 Grainger Street
Newcastle upon Tyne
NE1 5JG

Title Counselling Skills, the Creation and Development of Enterprise through Counselling
Video about small business counselling

Contact Tim Atterton
Durham University Business School
Mill Hill Lane
Durham DH1 3LB

Title Start up and Go with NatWest: Profit by Planning with NatWest
Promotional literature aimed at start-ups

Contact Any NatWest Bank

Most major banks and accountancy firms publish similar literature. This is free and widely available from the organisation concerned.

Title Mini-Company Kit: Elizabeth Bray
An enterprise resource pack concentrating on the setting up of mini-companies
Aimed at pre-starters

Contact Longman Resources Unit
Freepost
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CEDEFOP — European Centre for the Development of Vocational Training

'Training for small businesses in the European Community'

Bibliography
Selected start-up and enterprise training material in Europe
(Guides to competency in the design of effective training programmes)

Allan Gibb
Durham University Business School

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